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ABSTRACT

An evaluation was conducted on the first year operations of the three-year Parkway, Missouri, Experienced Based Career Education (EBCE) program, which offered a one-year alternative educational experience for selected grade 11 and 12 students. The ten overall program goals evaluated follow those developed by the Northwest Regional Educational Laboratory (NWREL) in Portland, Oregon. Three broad curriculum components--life skills, basic skills, and career development--were integrated to emphasize the relationships among career goals, academic choices, and personal aspirations. A total of sixty-three students participated in the program. No pretesting was conducted, but students were given criterion-referenced tests as part of the third-party evaluation. Other components of the evaluation were development of an optical scan recordkeeping form, interviews and surveys, and documentation of program activities. Each evaluation activity corresponded to different program objectives. Evaluation results included the following: (1) The EBCE students generally performed better on the criterion-referenced tests than did the control students; and (2) students and parents viewed the program positively. (Appendixes, comprising half the document, include publicity articles, EBCE job sites, career exploration guide, and the twenty-seven page third-party final evaluation report.) (TA)

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ANNUAL INTERIM REPORT

FIRST YEAR

October 1, 1976 to September 30, 1977

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Project Number 502AH60005
Grant Number G07-76-0092 (502)

Parkway Experience-Based Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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SUMMARY

A. Time Period

The time period for this report is October 1, 1976 to September 30, 1977.

B. Background

The Parkway School District, located in west St. Louis County, Missouri, serves a population of approximately 100,000 people. The district encompasses 68.5 square miles and has located within its boundaries approximately five different political identities (incorporated towns). This district is the fastest growing school district in the State of Missouri with an annual growth of over 1,500 pupils during the past five years. The district is the third largest in the state with a student population of 25,000. The Parkway School District is located in the metropolitan area of St. Louis which contains approximately 40% of the state's population.

The Parkway Experience-Based Career Education project serves the four public high schools and the four non-public high schools in the district. All of these schools are academically oriented with major emphasis placed on a college preparatory curriculum since approximately 75% of Parkway students enter college upon completion of high school. However, there are several vocational programs available which include business courses, distributive education, cooperative office education and industrial arts courses. Students may elect to attend vocational programs at South County Technical High School their last two years.

Despite the fact that Parkway has done an excellent job of preparing students academically, a strong need has existed for educational experiences that provide students the opportunity to prepare for adulthood and their life careers. A survey of Public Opinion in 1975 indicated that parents want additional career education opportunities while the students are in the senior high school (49%). They want additional emphasis on skills for the world of work (36%), and they desire a job placement service in the high schools (49%).

The citizens advisory committee surveyed students and parents of senior high school students in September, 1975, to assess the career education needs of the community. The results of this study indicated 61% have not decided on a career, 65% wanted more career education exposure in high school, with 62% wanting to spend approximately one-half day in some form of occupational endeavor during senior high school.

The need for more career education experiences in Parkway is further supported by a Career Education Progress Assessment Survey conducted in December, 1975, which showed that 88% of the students and parents felt that more career education exposure would be beneficial.

C. Goals and Objectives

The Parkway EBCE project sets out to offer a broad, comprehensive education to selected high school students in the eleventh and twelfth grades from the public and non-public high schools in Parkway. The learning activities are designed to be individually fitted to each student's personal goals and educational needs. Parkway EBCE is concerned with the integration of basic skills, academic pursuits and career exploration. The overall program goals of Parkway EBCE follow those developed by the Northwest Regional Educational Laboratory in Portland, Oregon from whom the Parkway model was adopted. They are:

1. to provide a comprehensive educational program that can exist alongside traditional high school curriculums and serve as an alternative students may choose to meet their particular learning goals.

2. to develop individualized learning techniques that take into account each student's unique learning rate and style as well as individual interests, needs and abilities.

3. to expose each student to many opportunities for examining and learning more about career alternatives and the issues and problems related to finding satisfying employment.

4. to capitalize on the possibilities of experiential "learning by doing" activities as a way of instilling greater relevancy and personalization into the educational process.

5. to actively utilize community people and resources to better respond to both program and individual student needs and goals.

6. to encourage students to increase both their career and life-style decision making skills through intensive participation in the planning of their individual learning.

7. to focus on the underlying processes and skills necessary for students to manage and direct their own learning throughout their lives.

8. to combine learning experiences from all curriculum areas in such a way as to help students better perceive the interrelatedness of learning and its connection to their specific interests and goals.

The EBCE project consists of three broad curriculum components: Life Skills, Basic Skills and Career Development. The content of an individual student's learning activities are planned around these components. All three areas are integrated to emphasize the relationship among career goals, academic choices and personal aspirations.

The specific process objectives of the Parkway EBCE project are listed below:

OBJECTIVE 1: Provide an alternative to the established curriculum offering at the existing senior high schools that either fulfills or supplements requirements for graduation.

OBJECTIVE 2: To assure that the alternative program is comprehensive, each participating student will have the opportunity for at least three non-paid EBCE experiences during the school year at more than one community site.

OBJECTIVE 3: Structure work place activity to yield academic skills as well as occupational skills.

OBJECTIVE 4: Organize learning site experience to provide career knowledge and interpersonal skills.

OBJECTIVE 5: Two months prior to graduation, all participating students will have the opportunity for educational/occupational counseling assistance with plans for future placement.

OBJECTIVE 6: Organize learning plans that meet each individual student participant's combination of interests, needs and abilities.

OBJECTIVE 7: Involve each individual student at a decision-making level in the development of his or her own learning plan.

OBJECTIVE 8: Students participating in the program will attain basic skills in the areas of reading, writing, oral communication and mathematics which are not inferior to such skills attained by non-participating students.

OBJECTIVE 9: Students participating in the program will show ability to apply basic skills to work tasks and to everyday problems that are greater than that shown by non-participating students.

OBJECTIVE 10: Before completion of their individual learning program, students participating in the program will have demonstrated survival competencies necessary to economic planning, legal/political functions, health/safety functions, property maintenance, recreational and occupational activities as experienced in normal life.

The above represents the overall goals and the primary objectives of the Parkway EBCE project. Many secondary goals and objectives are included within the scope of procedures and activities required to meet these ten major objectives.

D. Results: Accomplishments

The Parkway EBCE project is an integral part of the school district and falls under the Parkway Board of Education. All special projects such as EBCE come under the supervision of the Director of Special Services, Dr. James Garrison who serves as Project Director. A Project Coordinator, William C. Sparks was hired to maintain overall management responsibility for the project.

When the Parkway EBCE project was funded in October, 1976, immediate steps were taken to hire a project coordinator and subsequently, the staff. The project coordinator and most of the staff were hired by the end of October.

The Board employed nine staff members initally, including the Coordinator, two Learning Managers, two Community Site Coordinators, a Learning Resource Specialist, two Secretaries, and one Van Driver. This staff is responsible for the implementation and carrying out of the objectives of the EBCE project.

A Steering Committee was formed with twelve representatives to provide recommendations and guidance to the EBCE project staff. This committee includes Business and Community representatives as well as school district representatives and EBCE students.

The EBCE Learning Center has been established to serve as a home base for student learning experiences. During most of the first project year, it was located in the Parkway Central Senior High School building. The learning center contained the project staff. Students used the Center to negotiate and complete the various phases of their learning plan. Curriculum materials, equipment and various resource files were provided in the center.

During July, 1977 the Learning Center was moved to a new location because of construction and remodeling at Parkway Central Senior High School. The new location is a separate building, housing only the EBCE project, located at 120 Henry Road in Manchester, Missouri.

Beginning in October, 1976 the EBCE staff spent the first three months learning about the EBCE concepts, organizing the program, publicizing the project at the high schools and in the community, recruiting students, and soliciting community sites. The EBCE staff received training and help in organizing the project by a staff member of the Northwest Regional Educational Laboratory.

Student recruitment was accomplished by the EBCE staff in each of the four public high schools and one of the four non-public high schools in the district. By the cutoff date, sixty-eight students had applied for the program. All of the sixty-eight applicants were accepted for the project, and the first class was begun on January 24, 1977.

Students were transported to the EBCE Learning Center by school buses and the EBCE leased van. Students were transported to and from community sites by the van or they provided their own transportation.

A major goal of the project is to provide students with the opportunity to explore careers and to begin making realistic career decisions. In the Career Exploration component, students initially received an orientation to finding career materials and information about occupations in the Career Information Center. They took the Self-Directed Search and Strong-Campbell Vocational Interest Surveys to identify specific occupational interest areas. Interpretation of the results and help in planning initial job explorations were provided by the EBCE staff. Students participated in career exploration groups to learn about career decision making skills.

All students had an opportunity to participate in at least three job-site experiences during the semester. The majority of students (78%) successfully completed the three work experiences; four students completed four job-site experiences. The most desired work experience appeared to be that dealing with the Public Service cluster. Fifty-nine students attended a job-site in this area for a learning level. The community site coordinators developed a total of one hundred eleven (111) job sites for students in all fifteen USOE occupational clusters by the end of the first semester.

To successfully complete initial job exploration, it was necessary for the student to spend approximately twelve to twenty hours at the site and complete a number of learning activities including the completion of a Career Exploration Guide. These Guides contained information and instruction on learning objectives, requirements for the individual work site, description of local job site and academic skills involved on the site.

Each student was assigned to one of the two Learning Managers who was responsible for the student's overall learning activities. After the initial orientation to EBCE, the Learning Managers introduced students to the Learning Plan Negotiation process, an important component of the EBCE program. This is a procedure for clarifying goals and learning plans of each student. Students were required to meet weekly with their learning manager for one-half hour sessions. During these sessions, the student and learning manager reviewed learning goals of the student and learning activities completed. As goals were met the learning activities were revised and further goals set.

Completion of a specified number of life skill projects was required of each student. Requirements varied according to the number of hours that the student was enrolled in the project. The projects were written in the five areas of the life skill component and designed to fit the individual needs and plans of the student. The required number of projects was completed by 61% of the EBCE students.

All EBCE students were required to keep a journal which served as a form of written communication between the student and the learning manager. Two written pages per week were to be turned in to the learning manager; in turn, the learning manager would respond, in writing, to the student.

Thirteen competencies were identified by the staff and the Steering Committee as those skills and tasks considered to be necessary for adults to function effectively in the community. Each student was required to complete a number of these competencies depending upon the number of hours enrolled in the project. After completing the activities specified by a competency, the student's work was reviewed by a certifier. The certifier was a community resource person. Sixty-four percent of the students completed the required number of competencies for the semester.

Of the sixty-eight students who began the semester, sixty-three students completed the program. Three students changed their program during the first week, and two students dropped out of school during the semester.

The summer months of 1977 permitted the staff time to work on problems they had encountered during the first semester of the project. As previously mentioned the staff moved to a new location which provided much needed additional space. A major reorganization of the staff was accomplished which helped solidify the staff and provide a better organizational structure for working with students. The staff decided to change from a non-grading credit system to giving grades for credits earned in the program.

A comprehensive Basic Skills program was developed over the summer. All students were given the California Achievement Test at the beginning of the fall semester in September, 1977. The Basic Skills program will be implemented with the use of instructional aides and volunteer tutors to help students who have deficiencies in the basic skills areas.

Seventy students were enrolled for the fall semester of the project beginning August 30, 1977. Currently, there are sixty-nine, with one student dropping out of school. Sixty-eight students come from the four public high schools with one student enrolled from John F. Kennedy parochial high school.

E. Evaluation

The evaluation of the Parkway EBCE project was conducted by Evaluative Research Associates of St. Louis, Missouri. Because of a delay in contracting, the third party evaluator did not begin until late March, 1977. No pre-test activities were given because the testing instruments had not been developed. A criterion-referenced test was developed locally by the evaluator and the EBCE staff that was used as the post-test instrument with EBCE students and a control group in May, 1977. In addition to testing, the evaluation team documented all project results and interviewed students.

Of the ten process objectives on which the EBCE project is being evaluated in the Final Evaluation Report, the project was rated as meeting eight of the ten objectives and partially meeting two of them.

The visitation of the Review Team representing the U.S. Office of Education in May was very beneficial in that it enabled the project staff to identify problem areas and initiate appropriate changes.

F. Recommendations

Listed below are several recommendations drawn from program data. These are provided for possible program improvement.

1. The differentiated management resonsibilities as initiated this past summer should continue to be used. However, some method should be developed to provide for improved information flow among the EBCE staff and between the staff and the Project Coordinator.

2. Establish standard rating scales for grading projects and Competencies.

3. Devise methodology for using pre-test assessment data. This might be incorporated into the weekly meetings.

4. Have more rigid, universal rules concerning weekly meetings between students and learning managers. Establish rules concerning the writing of weekly journals.

5. Provide students with more concrete materials concerning the organization and regulations of EBCE. Inform them as to what work will specifically be required.

6. Establish monthly (or bi-monthly) contact with parents, perhaps in the form of a "newsletter" or another form of written communication.

7. Work more with developing a comprehensive basic skills program.

Recommendations for strengthening from the Review Team include the following:

1. Provide adequate space for the staff and students for the next school year.

2. Plan now to prevent transportation problems as the number of students increase in the program.

3. Provide inservice to teachers in both academic and vocational subject matter areas so they better understand the EBCE model.

4. Develop a plan to implement a summer program for the second fiscal year of the project.

5. Plan to hold conferences with those students and their parents prior to the students enrolling in the EBCE project.

6. Coordinate the EBCE project with the $10,000 grant received from the State Department of Education on Career Education.

7. Develop a long range dissemination plan that would take into consideration what products could be used by other districts and also by the State Department of Education.

8. Provide inservice to business and industry as it pertains to labor laws, sex-role stereotyping and sex-fair guidance.

FIRST INTERIM REPORT
Of The
PARKWAY SCHOOL DISTRICT
EXPERIENCE-BASED CAREER EDUCATION PROJECT

I. Need

The Parkway School District lies in one of the fastest growing communities in the state of Missouri, as characterized by the district school population increase from 7673 students in 1964 to the present enrollment of 25,000 students. The district serves a population of approximately 100,000. It encompasses 68.5 square miles and has located within its boundaries approximately five different political identities (incorporated towns). The district is the fastest growing school district in the state of Missouri with an annual growth rate of over 1500 pupils during the past five years. The district now has the third largest student population in the state.

The district is located in an area that is essentially a single-family, residential suburban community. Slightly more than 70% of the employed "heads of household" fall into the professional technical (39%) and proprietal, managerial (32%) classifications. A survey conducted in 1970 showed the $15,000-$20,000 range as the median income, and in excess of 90% are home owners.

The curriculum at the secondary level is, for the most part, academic and college-oriented, since approximately 80% of the students enter college upon completion of high school. However, there are several vocational programs available which include business courses, distributive education, cooperative office education, and industrial arts courses. Students may elect to attend technical programs at South County Technical High School their last two years.

Despite the fact that Parkway has done an excellent job of preparing students academically, a strong need has existed for educational experiences that provide students the opportunity to prepare for adulthood and their life careers. A survey of Public Opinion in 1975 indicated that parents want additional career education opportunities while the students are in the senior high school (49%). They want additional emphasis on skills for the world of work (36%), and they desire a job placement service in the high schools (49%).

The citizens advisory committee surveyed students and parents of senior high school students in September, 1975, to assess the career education needs of the community. The results of this study indicated 61% have not decided on a career, 65% wanted more career education exposure in high school, with 62% wanting to spend approximately one-half day in some form of occupational endeavor during senior high school.

The need for a more career education activities in Parkway is supported by a Career Education Progress Assessment survey conducted in Parkway in December, 1975, which showed that 88% of the students and parents felt that more career education exposure would be beneficial. Less than 50% of the seniors had decided on a career.

With the apparent need for better career preparation at the secondary school level, Parkway has been integrating career education activities into the curriculum for the past few years. Last year the district began a project, with the help of state funds, to implement a comprehensive career education program in all the secondary schools of Parkway. In addition, Parkway received a grant from the U.S. O.E. to establish an Experience-Based Career Education project. Through these efforts, Parkway plans to develop a program that will more adequately prepare students for the adult world and their life careers.

II. Program Description

The Parkway Experience-Based Career Education project is an integral part of the school district and falls under the Parkway Board of Education. All special projects such as EBCE come under the supervision of the Director of Special Services for the district, Dr. James Garrison who serves as Project Director. The Project Coordinator, William C. Sparks, reports to Dr. Garrison and is responsible for the overall management of the project.

When the Parkway EBCE project was funded in October, 1976, immediate steps were taken to hire a project coordinator and the staff. All but two of these positions were filled by the end of October.

Employed under the project initially were:

- a Project Coordinator, responsible for the overall administrative functions of the project, including business management and the hiring of personnel.

- two Learning Managers, the teachers in the project who are responsible for the individualized learning programs of the student and who coordinate the student's total learning experiences.

- two Community Site Coordinators, responsible for recruiting employer/community sites for student learning and for counseling and supervising students in regard to their community site experiences.

- a Learning Resource Specialist, responsible for materials and human resources to support students' individual learning activities and for the recruitment of community resource people for certifying competencies.

- Project Secretary, responsible for handling telephone calls, recording student attendance records, and typing projects and other materials for the staff.

- Coordinator's Secretary, responsible to the coordinator for typing reports, purchase orders, and other materials, maintaining bookkeeping records on all expenditures, and maintaining a check on all equipment.

- a van driver, responsible for transporting students to/from job sites and to/from their schools as well as scheduling of van runs.

The staff configuration was altered for the 1977-78 school year beginning in August, 1977. This will be explained further in the report. Tables 1 and 2 show the organizational charts for the two school years.

STEERING COMMITTEE

A twelve-member steering committee, composed of parents, students, teachers and representatives of the business community, has been formed to act as a liaison between the school and the community and provides recommendations concerning the EBCE program. The Steering Committee also serves as a source of information about the students' community environment. The composition of the committee includes:

--EBCE Project Coordinator

--District Career Education Coordinator

--two Business/community representatives

--one Senior High School principal

--one non-public high school representative

--one parent

--two students

--two classroom teachers

LEARNING CENTER

The EBCE Learning Center has been established to serve as a home base for student learning experiences. The learning center was located initially in the Parkway Central Senior High School in a double-classroom size area with three offices adjacent to it. This location was chosen because it is near the center of the four public high schools and not far from the non-public schools interested in the project. Since the learning center is the central location for students to come, it houses the EBCE staff and the resources, educational materials, and equipment used in the project.

The Learning Center was moved to a new location in July, 1977 because of a major renovation project at Central High School which did not allow for additional space that the EBCE Learning Center needed for an effective program. The Learning Center was moved to a separate school building on the south side of the school district in July. This building has four large classrooms as well as large hallways that provided the much-needed space requirements for the Learning Center. Although it is not located in the center of the district, there has been little problem with transportation and there is good access to employer sites.

Table 1

I. Initial Organizational Structure for 1976-77 school year

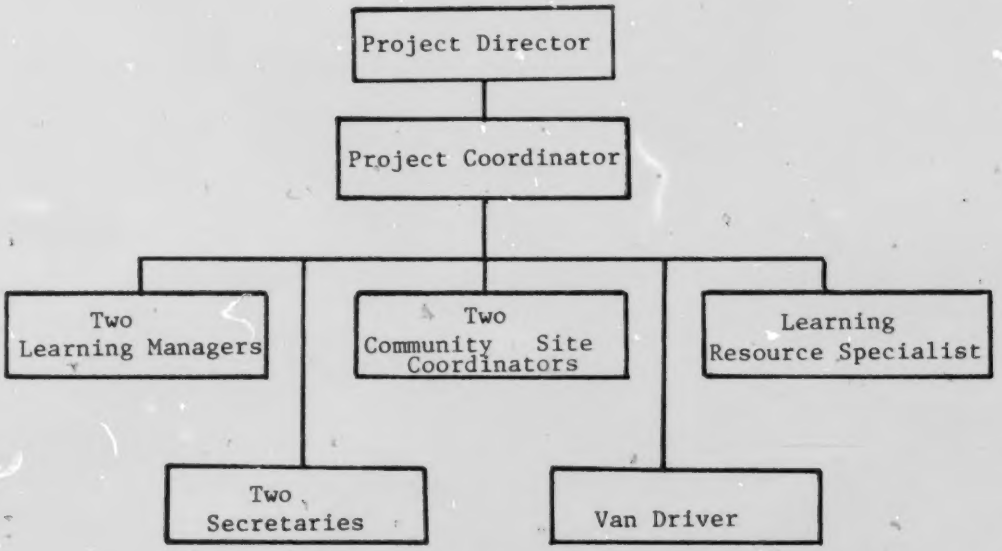
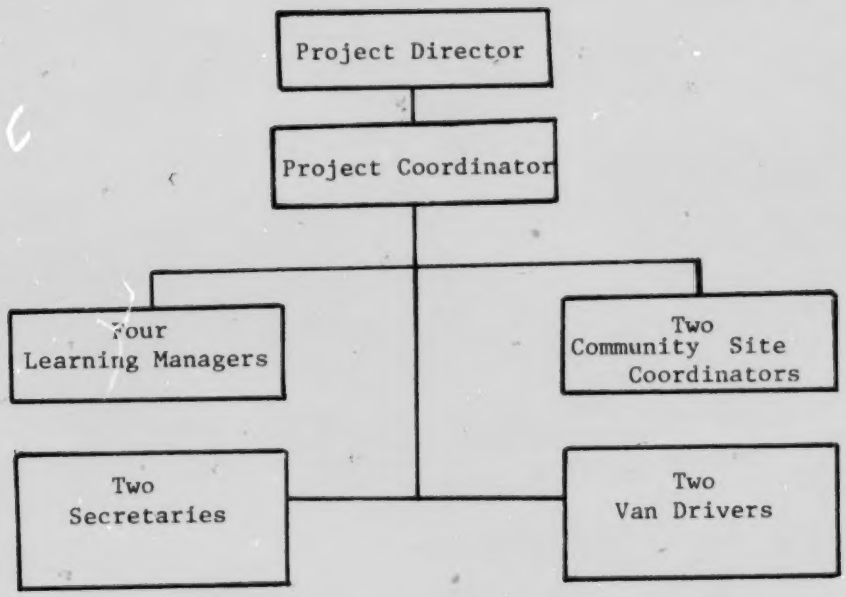


Table 2

II. Revised Organizational Structure for 1977-78 school year



TRANSPORTATION

Students may choose one of several modes of transportation in getting to school and to job sites. The options are public bus, personal/family automobile, car pool, school district bus, and the EBCE leased van. Occasionally, a student may ride with an employer.

A fifteen-passenger van is leased and a full-time van driver is employed to transport students. During the first semester with students, transportation was a serious problem since the van was unable to meet the transportation needs of the students. District busses were used a great deal in bringing students to/from their high schools. This problem is being alleviated for the new school year with the lease of a second van and the hiring of a second van driver.

GOALS AND OBJECTIVES

The Parkway EBCE project sets out to offer a broad, comprehensive education to selected high school students in the eleventh and twelfth grades from the public and non-public high schools in Parkway. The learning activities are designed to be individually fitted to each student's personal goals and educational needs. Parkway EBCE is concerned with the integration of basic skills, academic pursuits and career exploration. The overall program goals of Parkway EBCE follow those developed by the Northwest Regional Educational Laboratory in Portland, Oregon from whom the Parkway model was adopted. They are:

1. to provide a comprehensive educational program that can exist alongside traditional high school curriculums and serve as an alternative students may choose to meet their particular learning goals.

2. to develop individualized learning techniques that take into account each student's unique learning rate and style as well as individual interests, needs and abilities.

3. to expose each student to many opportunities for examining and learning more about career alternatives and the issues and problems related to finding satisfying employment.

4. to capitalize on the possibilities of experiential "learning by doing" activities as a way of instilling greater relevancy and personalization into the educational process.

5. to actively utilize community people and resources to better respond to both program and individual student needs and goals.

6. to encourage students to increase both their career and life-style decision making skills through intensive participation in the planning of their individual learning.

7. to focus on the underlying processes and skills necessary for students to manage and direct their own learning throughout their lives.

8. to combine learning experiences from all curriculum areas in such a way as to help students better perceive the interrelatedness of learning and its connection to their specific interests and goals.

The EBCE project consists of three broad curriculum components: Life Skills, Basic Skills and Career Development. The content of an individual student's learning activities are planned around these components. All three areas are integrated to emphasize the relationship among career goals, academic choices and personal aspirations.

Life Skills

The Life Skills component will organize learning in the attitudes, information and techniques needed to survive in life and to find satisfaction and meaning as changing individual and contributing member of society. Student growth in the Life Skills areas should enable the young person to more effectively bring together the roles of citizen, family member and worker, and reduce youth unemployment. There are six Life Skills areas in which the learning outcome goals are as follows:

Critical thinking: increased ability to gather, analyze and interpret information and seek solutions to problems.

Science: increased recognition and application of scientific procedures and methods, particularly in the analysis of technology's impact on natural environments and cultural values.

Personal-social development: increased ability to understand and accept responsibility for self, personal behavior and effects of actions and attitudes on others.

Functional citizenship: increased understanding and application of democratic processes in interpersonal actions and in the private sector as well as in local, state and federal government.

Creative development: increased ability to identify and participate in creative processes to blend new and existing materials, ideas or concepts into unique forms or experiences.

Competencies: ability to perform survival tasks necessary to economic planning, legal/political, health/safety, property maintenance, recreational and occupational aspects of modern life.

Basic Skills

The Basic Skills component concentrates on the reading, mathematics and communications skills essential to performing tasks and functions students encounter in the program and in adulthood. Basic Skills learning occurs primarily through applied tasks in Career Development and Life Skills activities negotiated individually with each student and practiced at community sites. As necessary, intensive programs are used for improving fundamental skills-that is, skills necessary before applied tasks can be performed.

The program outcome goals for the Basic Skills areas are as follows:

Fundamental basic skills: increased proficiency in reading, writing, oral communication and mathematics.

Applied basic skills: increased ability to perform applied skill tasks related to careers of interest and identified on employer sites.

Lifetime basic skill development: increased understanding of how Basic Skill needs vary as careers vary and how to adjust to meet skill levels required by careers of interest.

Career Development

The Career Development component helps students identify, assess and refine career information and skills through realistic experiences with people and places in the community. Career Development learning is integrated with Basic Skills and Life Skills activities to emphasize the relationships among career goals, educational choices and lifestyle aspirations.

The program outcome goals for the Career Development component are as follows:

Identifying career interests: increased knowledge of personal aptitudes, interests and abilities as applied to potential career interests.

Understanding work: increased knowledge of social, governmental and economic issues and trends in the world of work.

Employability skills: increased dependability and general skills in job finding, job application and on-the-job negotiations necessary in daily work interactions.

Career knowledge: increased knowledge of financial and psychological inducements, preparation needs and available preparation programs in potential careers.

The specific process objectives of the Parkway EBCE project are listed below:

OBJECTIVE 1: Provide an alternative to the established curriculum offering at the existing senior high schools that either fulfills or supplements requirements for graduation.

OBJECTIVE 2: To assure that the alternative program is comprehensive, each participating student will have the opportunity for at least three non-paid EBCE experiences during the school year at more than one community site.

OBJECTIVE 3: Structure work place activity to yield academic skills as well as occupational skills.

OBJECTIVE 4: Organize learning site experience to provide career knowledge and interpersonal skills.

OBJECTIVE 5: Two months prior to graduation, all participating students will have the opportunity for educational/occupational counseling assistance with plans for future placement.

OBJECTIVE 6: Organize learning plans that meet each individual student participant's combination of interests, needs and abilities.

OBJECTIVE 7: Involve each individual student at a decision-making level in the development of his or her own learning plan.

OBJECTIVE 8: Students participating in the program will attain basic skills in the areas of reading, writing, oral communication and mathematics which are not inferior to such skills attained by non-participating students.

OBJECTIVE 9: Students participating in the program will show ability to apply basic skills to work tasks and to everyday problems that are greater than that shown by non-participating students.

OBJECTIVE 10: Before completion of their individual learning program, students participating in the program will have demonstrated survival competencies necessary to economic planning, legal/political functions, health/safety functions, property maintenance, recreational and occupational activities as experienced in normal life.

The above represents the overall goals and the primary objectives of the Parkway EBCE project. Many secondary goals and objectives are included within the scope of procedures and activities required to meet these ten major objectives.

STUDENT SELECTION

All juniors and seniors from the four public high schools and the four non-public high schools in the Parkway School District are eligible to participate in EBCE. Student may choose to be in the project for three, four, or six hours daily. If they are part-time students, they return to their regular high school program for the remainder of the school day. Both part-time and full-time students remain on the active list of students at their high schools while participating in EBCE. Students enroll for a full year, although the first group of students enrolled for one semester only since the project began initially in January 1977.

Students make application through their counselor for the EBCE program. The intention of the project is to select students by random sample from the applications available in order to provide a good cross section of students for the project. This has been impossible thus far because of the limited number of applications received. For example, all sixty-eight students who applied for the first semester of EBCE were accepted into the program.

Table 3

EBCE STUDENT REQUIREMENTS
(1976-77 School year, 2nd Semester)

These are the minimum requirements that must be completed for graduating from the EBCE program this semester. Students strongly encouraged to exceed these requirements.

		Minimum Requirements per Hours Involved			
		3	4	5	6
PROGRAM COMPONENTS	Projects	2	3	4	5
	Competencies	6	6	8	8
	Explorations	3	3	3	3
	Learning Levels	1	1	1	1
	Journals	weekly	weekly	weekly	weekly
	Seminars	3	3	4	4

Students selected for the initial semester of EBCE were from all four of the public high schools and one parochial school. The demographic breakdown follows for the sixty-three students who completed the semester.

- Parkway North	-29	- Grade 11	-24
- Parkway West	- 7	- Grade 12	-39
- Parkway South	- 5	- Male	-25
- Parkway Central	-20	- Female	-38
- Parochial School	- 2		

Once students are selected for the program, an interview is conducted with each student individually for two purposes. One, the student can find out about the requirements and expectations of the program. Two, the staff can find out some facts about the student such as his or her learning style, career interests, and prepare learning plans in advance.

PROGRAM COMPLETION REQUIREMENTS

During orientation the minimum requirements for receiving credit from the project for the first semester was explained to students. These requirements are based largely in performance terms which specify numbers and types of activities to be completed. Individual content requirements are negotiated with each student to relate curriculum goals with the kinds of information and skills that particular person needs to continue pursuing personal career and lifestyle goals on a lifetime basis. The Parkway EBCE requirements are specified in Table 3 according to the hours credit they are working in the project.

LEARNING NEGOTIATION PROCESS

Each student was assigned to one of the Learning Managers who was responsible for the student's overall learning activities. After the initial orientation to EBCE, the Learning Managers introduced students to the Learning Plan Negotiation process, an important component of the EBCE program. This is a procedure for clarifying goals and learning plans of each student. Students were required to meet weekly with their learning manager for one-half hour sessions. During these sessions, the student and learning manager reviewed learning goals of the student and learning activities completed. As goals were met, the learning activities were revised and further goals set.

JOURNALS

All students were required to keep a journal which served as a form of written communication between the student and learning manager. Two written pages per week were to be turned in to the Learning Manager; in turn, the Learning Manager would respond, in writing, to the student.

CAREER EXPLORATIONS

A major goal of the project is to provide students with the opportunity to explore jobs and to begin making realistic career decisions. To make sure students begin to broaden their career interests, each student was required to complete a minimum of three initial job explorations. In addition, students were asked to complete one learning or skill building level.

To successfully complete an initial job exploration, it was necessary for the student to spend approximately twelve to twenty hours at the site and complete a number of learning activities including the completion of a Career exploration Guide. These Guides contained information and instructions on learning objectives, requirements for the individual work site, description of the local job site, and the academic skills involved on the site.

The Community Site Coordinator (CSC) was expected to maintain contact with the employer while the student was on-site and then to engage in a student follow-up after completing the experience. The student was responsible for completing the Career Exploration Guide and turning it into the CSC. Completion of the Guide to CSC satisfaction was a requirement for receiving credit for the experience.

Both learning and skill building levels enable students to follow through on their career explorations of community sites by returning for longer and more indepth learning experiences. On learning levels, students gain practice in job skills through skill development activities and achieve Life Skills and Basic Skills objectives through individualized projects negotiated for each site. On skill building levels the student is committed to a training program in the entry-level skills needed for employment in a given occupation.

LIFE SKILLS PROJECTS

Completion of a specified number of life skill projects was required of each student. Requirements varied according to the number of hours that the student was enrolled in the project. The projects were written in the five areas of the life skill component and designed to fit the individual needs and plans of the student. Projects are defined as individualized, problem-centered guides to help students blend learning objectives from Life Skills, Basic Skills and Career Development in activities performed largely at community sites of their choice. Project design and processes encourage the students to manage their own learning and to perceive the relationships among personal goals, career options and specific knowledges and skills. In effect they are the "starting blocks" and "direction finders" students use to define and pursue immediate learning goals and to examine and refine broader career/life aspirations.

In five of the Life Skills areas students individually negotiate the content and direction of their learning:

Creative Development
Critical Thinking
Functional Citizenship
Personal/Social Development
Science

In each of these areas the student and learning manager plan individual project activities that build on present abilities and move the student toward his or her life and career goals. As much as possible, projects are implemented through career exploration and learning level experiences at sites in the local community.

THE COMPETENCIES

The last Life Skills area, the competencies, consists of skills identified by the local community that all students will need as adults. The competencies are not negotiable in content. Students, however, do have some flexibility in managing their own preparation and scheduling for certification in each of the competencies. The competencies required for the semester along with certifiers used and the objectives are listed in Table 4.

BASIC SKILLS

The basic skills component concentrates on the reading, mathematics, and communication skills essential to performing tasks and functions students encounter in the program and during adulthood. Particular emphasis was placed on the basic skills needed for the post high school plans of the students. Learning in this area occurs mainly through applied tasks in career development and life skills activities negotiated individually with each student and practiced at community sites.

STUDENT PERFORMANCE RECORD

Upon satisfactory completion of the requirements for the Parkway EBCE project, each student received high school credit for the number of hours spent in the project. In addition, a Student Performance Record was completed on each student and placed with his or her permanent records. The Student Performance Record details the students experiences and successes in the project. With permission of the student, it can be sent with the student's high school grade record to potential employers, colleges, etc.

III. Accomplishments

The Parkway Experience-Based Career Education project has completed the first semester with sixty-three students finishing the program, and has begun the 1977-78 school year with seventy students enrolled. The EBCE staff feels good about the accomplishments of this first year with students and is confident about the successful future of the program in Parkway. The annual on-site evaluation report by the U.S. Office of Education and third-party evaluation report indicate favorable results from the project with high expectations of its future success.

The accomplishments will be discussed in terms of the ten process objectives on which the project is being evaluated.

OBJECTIVE I: PROVIDE AN ALTERNATIVE TO THE ESTABLISHED CURRICULUM OFFERING AT THE EXISTING SENIOR HIGH SCHOOLS THAT EITHER FULFILL OR SUPPLEMENT REQUIREMENTS FOR GRADUATION. A major goal of the EBCE program is to narrow the gap between school and the world of work. To accomplish this, it is necessary to demonstrate the correlation of those Basic Skills and Life Skills learned in school and those learned during employment and to provide each student with an opportunity to discover his or her interests through assessment measures and by actively participating in work experiences.

Table 4

COMPETENCIES

COMPETENCY SKILL	CERTIFIER	OBJECTIVES
1. Checking Account	Mercantile Bank-Leo Malaschak County Bank of Chesterfield - Mr. R.B. Clark III Chesterfield Bank Ben Courrier	Learn how to: Write checks, make deposits, enter in register, balance register and statement. Also realize services provided by a bank.
2. Budget Time and Money	Kathe Quigley, Missouri Extension Services (Money)	Make and follow a schedule for a week. Given hypothetical information, construct a budget for a family of four.
3. Credit	Dave Driscoll and Ben Courrier-Chesterfield Bank Nancy Kaprelian-Missouri Credit Union League Services	Know what lenders look for in a borrower. Learn terms involved in using credit. Laws affecting borrowers & lenders
4. Agencies	Mrs. Sharon Holcomb - County Government Center	a. Obtain a Social Security Card. b. Learn who to contact and how to apply for Unemployment Compensation c. Learn how to work through the local government system.
5. Emergencies	Sergeant Frank Harris-Creve Coeur Police Chief Jim Silvernail-Ballwin Fire District	a. Learn about Cardio Pulmonary Resusitation, how to respond to such physical health emergencies as choking and respiration failure.

Satisfactory completion of this objective called for the EBCE team to provide a wide variety of work experience options for students enrolled in the program and to identify individual needs of students and aid students in the selection of job-sites.

Helping students with career development activities was undoubtedly the most successful area in working with students during the first semester of the project. After a slow beginning in placing students on a job site, the two community site coordinators gained speed steadily, and by the end of the semester had enlisted 111 community sites for placement of students. In the career exploration component, students initially received an orientation to finding career materials and information about occupations in the Career Information Center. They took the Self-Directed Search and the Strong-Campbell Vocational Interest Surveys to identify specific occupational interest areas. Interpretation of the results and help in planning initial job explorations were provided by the EBCE staff. Students participated in career exploration groups to learn about career decision making skills. Then students met with the Community Site Coordinators to identify job sites that they had an interest in exploring. The CSCs then recruited sites for students, arranged for appointments, and supervised the students while they were on the job sites.

The staff was surprised to find that a number of students had no definite career interests and were not prepared to visit job sites. There was difficulty in getting some students to choose job sites because of this lack of vocational maturity. The staff is developing a more comprehensive career assessment program this summer that should prove more effective in helping these students.

For most students the two Community Site Coordinators had to work diligently to keep up with the demands for job sites. This demand continued up to the last two weeks of school.

As part of the evaluation design for this objective, an optical scan type record form has been developed by the third party evaluator and the EBCE staff. This record form completed during the summer, includes, among other information, data regarding each work experience. Basic record keeping information is provided by this form for names of job sites, dates engaged at job sites, USOE career cluster and occupation level of work experiences, and student evaluation of job site experiences. This record form will act as a permanent record of EBCE activities and will allow the staff to research information about the results of the project.

All students had an opportunity to participate in at least three job-site experiences during the semester. The majority of students (78%) successfully completed the three work experiences; four students completed four job-site experiences. Forty-seven students (74%) completed a learning level while no students worked on a skill building level during the semester.

OBJECTIVE 2: TO ASSURE THAT THE ALTERNATIVE PROGRAM IS COMPREHENSIVE, EACH PARTICIPATING STUDENT WILL HAVE THE OPPORTUNITY FOR AT LEAST THREE NON-PAID EBCE EXPERIENCES DURING THE SCHOOL YEAR AT MORE THAN ONE COMMUNITY SITE.

Satisfactory completion of this objective called for the EBCE staff to design a wide variety of non-paid work experiences for students involved in the program, to develop materials pertaining to the job types represented by the work experiences, and to design a student evaluation form for each work experience.

As previously mentioned, most students completed three job site experiences during the initial semester of the project. The Community Site Coordinators recruited job sites in all of the fifteen USOE job clusters. Student record forms were used by the CSCs to assess the quality and utility of each work experience. A student Information Card contained information on the job-site location, dates involved at the site, and an indication as to whether the experience was successfully completed. To successfully complete an activity, it was necessary for the student to attend the job site and to complete a Career Exploration Guide.

A total of 111 varying job sites were provided for students, ranging from professional to skilled labor work, and varying from several hours to two months in length. The most desired work experiences dealt with Public Service such as teaching, social work and police/firefighters. Fifty-nine students attended a Public Service job site for a career exploration experience and twenty-one for a learning level. The second most frequently attended experience pertained to business and office (clerical, managing, accounting). Thirty-two students participated in this area as a career exploration and five as a learning level. Table 5 presents the occupational cluster and number of students participating in the area.

OBJECTIVE 3: STRUCTURE WORK PLACE ACTIVITY TO YIELD ACADEMIC SKILLS AS WELL AS OCCUPATIONAL SKILLS.

Satisfactory completion of this objective called for the EBCE staff to identify academic skills that correlate to the occupational skills and to devise a method of recording student perceptions as to the work site activities observed or performed and the academic skills utilized on the site.

One of the functions of the career explorations is to create an awareness of the need for attaining and utilizing basic skills. In order to accomplish this, it is necessary to establish which academic skills correspond to specified occupational skills. A section of the Career Exploration Guide was designed by the staff that requires the student to identify the communication and mathematical skills used during the work experience.

The community site coordinators began compiling information for the Learning Site Analysis Forms (LSAF) during the initial semester of the project. The LSAF is a key resource for developing individual student learning plans. The compiled information is necessary for the design of project activities written for specific sites and for the identification of job-related skills a student might acquire. Much work was done over the summer in developing LSAFs, but, because of the time involved in interviewing and writing and because of the continuous recruiting of new sites, LSAFs have not been completed for all sites.

The Learning Level explorations allow students to concentrate on one career area for a while and dig into the learning potential of a particular site. Students are required to complete a negotiated project that achieves Life Skill and Basic Skill objectives. Forty-seven students (74%) completed learning level projects during the first semester.

Table 5

CLASSIFICATION OF EBCE EXPERIENCES BY OCCUPATIONAL CLUSTER

Occupational Cluster	Exploration	Learning Level	Special Placements
Consumer and Homemaking	2	1	0
Public Service	59	21	6
Personal Service	8	3	2
Hospitality and Recreation	6	1	0
Business and Office	32	5	0
Manufacturing	0	0	0
Marketing and Distribution	7	2	0
Transportation	17	1	0
Construction	4	1	0
Health	20	9	3
Environmental Control	0	0	0
Agri-business and Natural Resources	10	1	0
Marine Science	0	0	0
Communications and Media	12	2	1
Fine Arts and Humanities	0	0	0

All students will be expected to complete at least one learning level during the 1977-78 school year. Some of the learning level experiences were in the Career areas of veterinary medicine, law enforcement, art teaching, music therapy, and interior design.

OBJECTIVE 4: ORGANIZE LEARNING SITE EXPERIENCE TO PROVIDE CAREER KNOWLEDGE AND INTERPERSONAL SKILLS.

Satisfactory completion of this objective called for the EBCE staff to prepare a student guide for each learning site and to insure that each site provided for interaction between EBCE students and "fellow" workers.

The EBCE staff prepared a Student Exploration Guide for the students to complete at their job sites. This Guide was prepared to carry the student through a number of career development activities which include:

1. an initial encounter with the employer and the site
2. the observation and investigation of job and site characteristics
3. the reassessment of personal interests and qualifications for that type of work
4. a wrap-up evaluation of the exploration experience and a listing of the next steps that might be taken.

In addition to completing the Student Exploration Guide students were required to have a taped interview with the employer instructor and write a thank-you letter to the employer.

The career exploration experiences provided career knowledge that served three major purposes for most of the students:

1. confirmed an interest in a specific career.
2. confirmed for a student that a certain career was not what he/she wants to pursue.
3. opened up new doors for career exploration in fields related to the initial job interest.

Examples of these experiences can be seen in the statements of three students in the EBCE program in their Career Exploration Guide.

For Dawn, her eight weeks at St. Luke's Hospital West confirmed that nursing is the career she wants to pursue.

> "I loved it on this job site. I have decided that nursing is what I want to go into, thanks to this job site!"

Dawn entered the nursing school of the University of South Carolina in September, 1977.

Mark expressed an interest in sound engineering, law enforcement and broadcasting. His first job site was the Ballwin Police Department where he was able to observe the in-house operations and ride along with the officers. Here is his evaluation of police work.

> "After learning what police work is really like and talking with Sgt. Beckett, I have decided against going into it."

Mark went on to spend time at two television stations in St. Louis which proved to be of great interest to him. He plans to attend a New York audio engineering school in New York in September.

Finally, Lisa, a junior in the EBCE program last semester, is returning to EBCE in the Fall, 1977. Her first semester she explored retailing, medical technology and restaurant management. She decided that she liked the health field but that medical technology was not the specific job she wanted to pursue. After going to the St. Luke's West laboratory last semester for an exploration she said:

> "This job site was very valuable to me. It really helped me get insight into what a lab technologist really does. It's a very interesting field, but I'm not sure that I can be in a place with such little people contact."

Lisa plans to look into other medical careers such as physical therapy, radiology, and optometry during her next year in EBCE where "people contact" is likely to be greater.

These are only three examples of students' reactions to job sites which covered nearly every major career area.

One other student's comment is worthy of note in this report. Lori was graduated from Parkway West Senior High in May, 1977. She is intent on a career as a veterinarian and will enter the School of Agriculture at the University of Missouri in September and will apply to the Veterinary School after two years. Her comment after one of two career explorations with local veterinarians was:

> "This job site was not only very interesting, but merely teased my curiosity and affirmed my determination to pursue Veterinary Medicine as a career. I can't wait to start learning!"

Near the end of school each student was given a Student Questionnaire to complete regarding their experiences in the project. In regard to their career explorations, most students commented very favorably about their career exploration experiences. The students felt that EBCE had been most beneficial in dealing with careers and employment opportunities. Eighty-five percent of the students surveyed indicated that they had an opportunity to observe or work in at least one career area in which they would like to have future employment. Most of the students felt certain they knew the preparation involved to obtain the employment they desired after graduation and were optimistic they would complete the necessary preparation. Students felt that the experiences of observing and working on jobsites and talking to people who work on the sites were the major influences on their choice of a potential career area.

Working with employers has been one of the most enjoyable tasks of the staff. Everyone has been pleasantly surprised with the cooperation and enthusiasm of the employers in helping students at the community sites.

In June, the staff sent a questionnaire to all the employer instructors who participated in EBCE the first semester. One month after 90 questionnaires had been sent, fifty-seven had been returned. The survey results were gratifying from several perspectives. A brief review of the questions and responses follows.

Fifty-two of the fifty-seven sites have agreed to participate in the project next year. Several of the five who cannot participate said "no" based on a changed job responsibility.

The reason most frequently given for supporting the program is that it is "worthwhile." The second great response was that participation is a "community service." Nine employer instructors said "it is challenging."

The greatest strengths of the program were listed as the following:

"Students learn about real life situations."
"Students learn about a variety of careers."
"Experience in working with adults."
"Good alternative to a regular high school program."
"Good way of getting students to learn."

The greatest weakness of the program was identified that "some students can't handle the freedom of the program.

In response to a question of what the employer instructor feels students are able to learn on job sites that they could not learn as well in a regular classroom, fifty-two responded "first hand knowledge of demands in a 'real world'." Thirty-four responded "on the job skills." Twenty-six responded "self-discipline." Twenty-nine responded "motivation to learn."

In May, the third party evaluation team tested the EBCE students and a control group. On the Career Knowledge test the EBCE students achieved significantly higher mastery levels than did the control students on nine of the Career Knowledge objectives. These objectives are as follows:

(1) Match individual profiles with the most likely career choices (EBCE = 80%; control = 54%)

A criterion-referenced test (CRT) was developed by the third party evaluator in cooperation with the EBCE staff. The test was administered to EBCE students and a control group in May, 1977. The goal of the test was to assess the knowledge level of EBCE students dealing with career related material.

Analysis of the Career Knowledge section of the CRT indicated that EBCE students generally performed better on the test than did control students, attaining a higher mastery level on 11 of the 16 objectives. The results suggest that the EBCE program helped to raise its students' career knowledge.

Table 6

EBCE SEMINARS, FY77

Seminar Titles	number of students attending
1. Outdoor Initiative Training	6
2. Public Accounting Careers	3
3. Career Planning	30
4. Death and Dying	46
5. Finding a Job	38
6. Government Agencies	16
7. Small Claims Court	23
8. Job Seeking Information	3
9. Computer Science Careers	3
10. Special Education Careers	5
11. Radio Stations	4
12. The YMCA as a Career	5
13. Conservation Careers	5
14. Community Crime Prevention	11

OBJECTIVE 5: PRIOR TO TWO MONTHS OF GRADUATION, ALL PARTICIPATING STUDENTS WILL HAVE THE OPPORTUNITY FOR EDUCATIONAL/OCCUPATIONAL COUNSELING ASSISTANCE WITH PLANS FOR FUTURE PLACEMENT. PLACEMENTS MAY INCLUDE:

A. HIGHER EDUCATION

B. TECHNICAL TRAINING

C. JOB PLACEMENT

D. COMMUNITY SERVICE

Satisfactory completion of this objective called for the EBCE staff to develop linkages between the school district and placement personnel throughout the St. Louis area, particularly the Missouri Employment Service and the St. Louis Educational Opportunity Centers Project. In addition, students should be made aware of the importance in planning and designing future plans.

Fourteen seminars directed by community resource individuals were held. (See Table 6). These seminars introduced students to career opportunities and requirements in various career areas. Students were able to inquire about possible careers in these fields and become better acquainted with careers they expressed interest in.

The EBCE staff provided educational/occupational counseling assistance throughout the semester to the students. A questionnaire was completed by all students in April which asked about their post high school plans. They were asked who had provided them the most help with their post high school planning and if they wished additional assistance. A great majority of the students had definite post high school plans and did not wish further assistance. Approximately half of the students indicated that the EBCE program had provided the most influence on their post high school planning. The staff provided individual counseling to the several students requesting additional help.

The staff from Missouri Employment Service and the St. Louis Educational Opportunity Centers were not used during the first year, although contact was made with both agencies. Ten students took a field trip to the State Employment Agency.

The staff administered a questionnaire to all EBCE students in May, 1977. The questionnaire dealt with student perceptions of the EBCE program in general and with individual future plans. The results indicated that the prevalent future plan for one year after completing high school was that of entering some further form of education (87%). Attending a four-year college or university was indicated as the most desirable by (60%) of the students, with plans for graduating from a four-year college indicated by (37%) of the students: (28%) had plans for attending one to two years of college; and (28%) expressed plans on completing graduate or professional training.

The majority of students indicated that they would like to be employed in a "people-oriented" position (e.g., nurse, police officer, social worker, legal profession). Eighty-five percent of the students said that they had an opportunity to observe or work in at least one career area in which they would like to be employed in the future. Most of the students (61%) felt confident that they knew the preparation involved to obtain a desirable position after graduation; (74%) were certain they would complete the necessary preparation. The major influences on a student's choice of potential career areas involved observing and working (57%), and talking to employees (56%) on job-sites.

The majority of the students felt EBCE had been most beneficial in the area of careers and employment opportunities. The areas that EBCE influenced least dealt with Basic Skills (reading, writing, mathematics). The two greatest program strengths were that students learned about a variety of careers (65%) and that EBCE presented a good alternative to the regular school program (48%).

About half of the students (52%) felt EBCE provided them with more chances to learn about occupations than did the regular school program. Most students felt that EBCE provided the same opportunity for general learning and motivation to learn as the regular high school program.

OBJECTIVE 6: ORGANIZE LEARNING PLANS THAT MEET EACH INDIVIDUAL STUDENT PARTICIPANT'S COMBINATION OF INTERESTS, NEEDS AND ABILITIES.

Satisfactory completion of this objective called for the EBCE team to assess individual students' basic skills abilities and career interests, to obtain transcript data and summarize preliminary assessments for each student, and to develop basic skills student profiles early in the year.

One of the great strengths of the EBCE program is the opportunity to focus instruction upon the individual needs of students. In order to provide for such instruction, it is necessary to assess the student's abilities and interests, and then to devise a program of instruction using the assessment as baseline data.

A limited amount of achievement and interest assessment was performed by the EBCE team early in the year. To evaluate career interests, the Self-Directed Search (SDS) and the Strong-Campbell Vocational Interest Blank (SCVIB) were completed by each student. Students were provided with copies of the results of both interest surveys and were counseled regarding the results.

No achievement tests were given the first semester of the project primarily because of a delay in contracting the third party evaluator. Results of previous achievement tests in the students' high school record were used to assess achievement and to organize individual learning plans.

A basic skills section of the Criterion Reference Test developed by the third party evaluator was used in the post testing with students in May. A revision of this test, along with the California Achievement Test battery, was used in September with the new 1977-78 class of EBCE students. The results of these two tests will be used in assessing basic skills and prescribing individual learning programs based on student needs.

OBJECTIVE 7: INVOLVE EACH INDIVIDUAL STUDENT AT A DECISION-MAKING LEVEL IN THE DEVELOPMENT OF HIS OR HER OWN LEARNING PLAN.

Satisfactory completion of this objective calls for the EBCE team to devise a Learning Plan Negotiation process and to meet with individual students to discuss a learning plan. The Learning Plan Negotiation process is a procedure for clarifying the learning goals and learning plans of each student. Students meet weekly with their learning manager in sessions lasting approximately one-half hour. During these sessions, the student and learning manager reviewed the learning goals of the student and learning activities previously engaged in by the student. As goals were met, the learning activities were revised.

Further learning goals were then established and new activities devised to meet the goals. All students were required to attend weekly meetings, although no formal records were kept.

A student interview form was developed and administered to EBCE students by ERA staff. The interview dealt with student perceptions of the Learning Plan Negotiation process. A corresponding interview was administered to an appropriate control group.

Twenty-six randomly chosen EBCE students and sixteen randomly chosen control students were interviewed. Review of the interview results indicated that students involved in the EBCE program viewed their involvement in the planning process in a more active, positive light than the control students.

- More EBCE students (61%) felt actively involved in planning what they learned than did control students (36%).

- The EBCE students (69%) were generally satisfied with the amount of involvement they had, while fewer control students (44%) felt likewise.

- Most ofthe EBCE students (92%) felt their interests were accounted for when learning activities were planned; just over half of the control group (56%) felt their interests were taken into account.

- The majority of EBCE students (73%) felt they had the opportunity to change or redo assignments; less than half (32%) of the control students felt they had a similar opportunity.

- EBCE students (77%) met with their learning manager to discuss completed assignments more often than control students (44%) met with their teachers for similar purposes.

- Most of the EBCE students (91%) indicated that they had had a chance to discover their career and academic interests, while about two-thirds of the control students (63%) indicated the same.

It should be noted that the control students (94%) more often felt they knew course requirements than did EBCE students (61%). This phenonmena might have been due to several factors, many of which relate to the fact that the EBCE program was in its first stages of organization. For example, many of the activities and requirements were revised in process, depending upon student reaction and time limits. An increased understanding of the time and personal involvement of the projects, competencies, and learning site activities is now available to staff, through the first year experience.

This should result in program requirements for FY78 that are more feasible and realistic. Another source of problems emerged from the fact that the EBCE program brought a change in "environment" for most students, in that it offered an open, alternative method of learning. Some students evidently found it difficult to adjust to this change of environment. More guidance in the beginning and supplying students with written materials on the program might help to minimize this adjustment problem.

OBJECTIVE 8: STUDENTS PARTICIPATING IN THE PROGRAM WILL ATTAIN BASIC SKILLS IN THE AREAS OF READING, WRITING, ORAL COMMUNICATIONS, AND MATHEMATICS WHICH ARE NOT INFERIOR TO SUCH SKILLS ATTAINED BY NON-PARTICIPATING STUDENTS.

Satisfactory completion of this objective called for the EBCE team to test each student in the basic skills area, to provide tutorial service for those students inadequate in certain skills, and to use basic skills in the student activity log and at each learning site.

Although the EBCE program focuses on the development of career and interpersonal skills, it is also concerned with the development of the basic skills. These skills include those activities associated with reading, writing, mathematics and oral communication.

A tutorial program was established this past semester to work on basic skills. A class of senior and graduate college students from Maryville College worked as tutors at the Learning Center most of the semester and were very helpful to a number of students. The tutors helped students with deficient skills in reading and mathematics. Also, they assisted a number of students achieve higher skill attainment in such areas as chemistry, statistics, art, and English.

Over the summer a broader and more extensive program in the basic skills was developed, and much more emphasis will be placed on this component in the 1977-78 school year. Plans are to have a part time instructional aide to work individually with the students.

Activity logs pertaining to the projects were completed by some of the students. The activity logs were a written explanation of the activities related to a project; that is, the activities engaged in at a particular learning site. Not all projects required the completion of an activity log, but every project incorporated an activity which required use of basic skills. The activity logs and the basic skills activities were reviewed by a learning manager upon completion. The activity logs are found as part of the Career Exploration Guide.

Although the work with basic skills was limited during the first semester of the project the results of the Basic Skills section of the post-test given in May, 1977 indicated that EBCE students attained a significantly higher level of mastery than did the control students in the majority of the objectives.

OBJECTIVE 9: STUDENTS PARTICIPATING IN THE PROGRAM WILL SHOW ABILITY TO APPLY BASIC SKILLS TO WORK TASKS AND TO EVERYDAY PROBLEMS THAT ARE GREATER THAN THAT SHOWN BY NON-PARTICIPATING STUDENTS.

Satisfactory completion of this objective called for the EBCE team to insure that learning sites require the use of basic skills, to provide seminar discussions at the Center which allow students to apply basic skills to everyday problems, and to insure that the competencies rely on basic skills knowledge.

One goal of the Learning Sites was to provide students with an alternative method of learning. The development and use of basic skills was required at the Learning Sites. The varied activities engaged in by students helped them recognize and utilize the necessary basic skills. Projects required written and verbal activities that called for reading, writing, oral communication and, in some cases, mathematical abilities. Students completed Career Exploration Guides after finishing a work experience, which emphasized the communication and math skills needed at the job.

A series of fourteen seminars were conducted to provide students with an opportunity to apply basic skills to everyday problems. Community resource persons, and in a few cases, EBCE team members, directed the seminars. A "panel-discussion" was held, which allowed students to express ideas and questions and to seek information from the panel members. The type and attendance of seminars was presented in greater detail in Objective 5.

Several different Competency areas were isolated through the EBCE program. Seven of these Competencies were studied in the previous semester of the program:

- Maintain a Checking Account
- Budget Time and Money Effectively
- Transact Business on a Credit Basis
- Make Appropriate Use of Public Agencies
- Respond Appropriately to Fire, Police and Physical Health Emergencies
- Operate and Maintain an Automobile
- Provide Adequate Insurance for Yourself, Family and Possessions

Each student was required to complete a specified number of Competencies, dependent upon the number of EBCE hours for which the student was enrolled. Each Competency called for the application of basic skills to successfully complete the required activities. In order to receive full EBCE credit, it was mandatory that the student fulfill this requirement.

A criterion-referenced test was constructed by the third party evaluator to measure the ability of students in applying basic skills to everyday activities. All EBCE students and an appropriate control group completed the measure. It was hypothesized that students enrolled in the EBCE program would demonstrate a greater amount of application skills than would Control students. The results of the test indicate that such an assumption was valid. All but one Competency provided to be significant in the predicted direction. That is, the students in the EBCE program demonstrated a greater ability to correctly apply basic skills to everyday activities (see Table 7). The occurrence of such a large number of significant differences would suggest that the EBCE program did increase the knowledge level and application ability of students involved in it.

Table 7

PERCENTAGES OF STUDENTS DEMONSTRATING MASTERY OF COMPETENCIES AS ASSESSED BY THE CRT

Competency	Percent Mastery		
	EBCE	Control	z
Checking Account	13.33	25.00	-3.4738
Time/Money Budgeting	44.26	32.00	2.7097
Credit	83.36	58.33	6.5838
Public Program/Agencies	54.10	39.13	3.2964
Fire, Police, Physical Health Emergencies	80.00	60.00	5.0637
Automobile Operation/Maintenance	81.36	60.00	5.5005
Insurance	78.69	26.09	13.7920
Personal Legal Rights (Not included in FY77 semester)	27.87	8.33	4.8641

OBJECTIVE 10: BEFORE COMPLETION OF THEIR INDIVIDUAL LEARNING PROGRAM, STUDENTS PARTICIPATING IN THE PROGRAM WILL HAVE DEMONSTRATED SURVIVAL COMPETENCIES NECESSARY TO ECONOMIC PLANNING, LEGAL/POLITICAL FUNCTIONS, HEALTH/SAFETY FUNCTIONS, PROPERTY MAINTENANCE, RECREATIONAL AND OCCUPATIONAL ACTIVITIES AS EXPERIENCED IN NORMAL LIFE.

Satisfactory completion of the objectives called for the EBCE team to identify specific competencies for survival skills cooperatively with the Steering Committee, Identify individuals to act as Competency certifiers, and to design learning packets for each competency to be completed by each student. Each student completed a specified number of Competency learning packets, as decided during a Learning Plan Negotiation. The required number of Competencies were completed by (64%) of the EBCE students, regardless of the number of EBCE hours for which the student was enrolled. After finishing the activities specified by the Competency, the student's work was reviewed by a certifier. The certifier was a community resource member, or in a few cases, an EBCE team member. The certifier was trained in the particular area or had an extensive amount of knowledge in the area. A varying number of student activities were to be performed for each Competency, with some Competencies containing only one required activity and others five activities. Each Student activity was reviewed and approved by a certifier.

The most popular Competency was entitled Maintain A Checking Account. All students completed the activities prescribed under this objective. The next most popular Competency was called Provide Adequate Insurance for Yourself, Family and Possessions. Of the 59 EBCE students, 52 students (88%) successfully completed this Competency. In Table 8 is presented the number of students completing each of the Competencies.

The application of learned skills to everyday situations was also provided for in the Life Skills Projects. The number of required Projects again varied with the number of EBCE hours for which the students was enrolled. Five areas were defined in which Projects were written. The sixth area of the Life Skills consisted of the Competencies. The required number of Projects were completed by (64%) of the EBCE students. After completing a Project, the student's work was reviewed by a member of the EBCE team. If not completed satisfactorily, the student might receive a "no credit" or "unsatisfactory". Either rating could be obtained even if the Project itself was completed. In several cases, students completed more than one Project in a particular Life Skills area.

The most popular Life Skills area was that of Critical Thinking. A predesigned, introductory project was also included in this area. However, 36 students (61%) completed an additional project in the Critical Thinking area. The second most popular Life Skills area was that of Creative Development, with 31 students (53%) completing projects. Table 10 presents the number of students participating in projects for each Life Skills area.

A criterion-referenced test was developed to assess ability level in the Life Skills area. This test was part of the CRT explained in Objective 9. EBCE students demonstrated a higher level of mastery in three areas than did Control students:

Table 8

NUMBER OF EBCE STUDENTS COMPLETING COMPETENCIES

Competency	Number of Students	Percent of Students
Checking Account	59	100
Time/Money Budgeting	37*	54
Credit	42	71
Public Programs/Agencies	26	44
Fire, Police, Physical Health Emergencies	38	64
Automobile Operation/Maintenance	41**	69
Insurance	52	88

*3 students completed 1/2 of Competency

**1 student completed 2/3 of Competency

Table 9

NUMBER OF STUDENTS COMPLETING PROJECTS IN THE LIFE SKILLS AREAS

Life Skill Area	Number of students	Percent of students	Number of students completing more than one project
Critical Thinking	36*	61	2
Functional Citizenship	15	25	1
Science	28	47	4
Personal/Social Development	27	46	10
Creative Development	31	53	5

*one student completed ½ project; does not include introductory project

Table 10

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY IN THE LIFE SKILLS AREA OF THE CRT

Life Skills Area	Percent Mastery EBCE	Control	z
Critical Thinking	73.77	72.00	.3010
Functional Citizenship	32.79	8.00	5.9281*
Science	52.46	20.00	7.4030*
Personal/Social Development	70.49	40.00	7.0773
Creative Development	18.03	36.00	-4.6768*

*

- Functional Citizenship

- Science

- Personal/Social Development

The third party evaluator developed an interview form which provided information on student perceptions of the Survival Competencies defined by EBCE. Selected activities corresponding to the Competencies were responded to by the students. Twenty-six randomly chosen EBCE and 16 randomly chosen Control students were interviewed.

There was little difference in how students from either group responded to the importance of each activity. The majority of students from both groups felt that each activity was valuable to know how to perform. Although EBCE students generally expressed a higher amount of confidence when performing the activities, most students in either group felt very confident. For a few of the activities, particularly those dealing with insurance and social secruity taxes, less than half of the students from either the EBCE or Control group expressed confidence in performing. These activities required a certain extent of technical knowledge which may be difficult for students to learn. Results of the interviews are presented in Table 11 .

The EBCE students felt they had learned more of the skills corresponding to the activities from the EBCE program than from any other place. School was ranked as the second highest place for learning the skills. The Control group ranked school and family as the learning place for many of the skills involved in the activities. Thus, it would seem that the EBCE program has replaced the school as a learning environment for those students enrolled in the program. Table 12 presents these results.

Table 11

PERCENTAGE OF STUDENTS EXPRESSING CONFIDENCE IN LIFE SKILLS ACTIVITIES

Activity	Confidence Level									
	EBCE					Control				
	Low				High	Low				High
	1	2	3	4	5	1	2	3	4	5
Open bank account	0	4	4	12	81	6	6	13	31	44
Keep check book balanced	4	8	4	27	58	6	6	6	19	63
Make up time schedule	4	12	8	31	46	6	0	6	31	50
Fire prevention	4	4	23	38	31	0	13	6	31	50
React in emergency	0	0	19	46	35	0	0	25	31	44
Basic first aid	4	8	12	42	35	0	6	19	13	63
Driver's license/permit	4	0	4	4	88	0	0	0	19	81
Problems with something bought	8	4	8	27	54	0	6	0	56	38
Figure household budget	0	12	27	31	31	6	6	19	50	19
Use credit (charges)	12	4	8	31	46	6	13	19	31	31
Social security taxes	38	23	19	12	8	19	19	13	31	31
Use of public agencies	0	23	23	15	38	0	0	38	19	44
Car maintenance	4	4	23	15	54	0	6	6	13	13
Defensive driving techniques	4	0	4	27	65	6	0	31	25	38
Constitutional rights	8	12	23	27	23	6	6	13	38	38
Stopped by police or arrested	0	4	12	35	50	31	38	13	19	0
Types of insurance plans	8	15	15	42	19	31	38	13	19	0
Life or health insurance plan	4	19	31	19	27	19	13	25	19	25
Car or property insurance plan	8	8	27	27	31	25	6	13	19	38

Table 12

PERCENTAGE OF STUDENT RESPONSES INDICATING WHERE LIFE SKILLS WERE LEARNED

Activity	Where Learned										
	EBCE						Control				
	EBCE	FAMILY	PEERS	SCHOOL	SELF/ EXPERIENCE	OTHER	FAMILY	PEERS	SCHOOL	SELF/ EXPERIENCE	OTHER
Open bank account	73	23	0	4	23	4	56	6	13	6	0
Keep check book balanced	77	23	0	12	15	8	44	6	38	6	0
Make up time schedule	85	12	0	0	19	4	13	0	19	25	6
Fire prevention	65	27	0	12	4	27	19	6	56	13	6
React in emergency	46	31	0	19	8	38	6	0	63	0	31
Basic first aid	46	19	0	42	4	38	6	0	63	0	31
Driver's license permit	4	12	0	58	31	12	25	0	63	6	0
Problems with something bought	23	27	0	8	27	8	50	0	19	0	13
Figure household budget	85	23	0	12	0	0	38	6	25	0	0
Use credit (charges)	69	35	4	4	15	4	44	0	13	6	0
Social security taxes	12	15	4	15	8	4	38	0	19	0	6
Use of public agencies	62	27	0	8	8	12	69	6	13	0	6
Car maintenance	50	46	4	12	19	4	63	13	6	13	13
Defensive driving techniques	15	15	0	62	19	12	13	6	56	19	6
Constitutional rights	15	19	0	58	15	12	0	0	94	0	0
Stopped by police or arrested	23	15	8	19	31	19	13	0	56	25	0
Types of insurance plans	92	0	0	8	0	4	6	5	31	6	0
Life or health insurance plan	88	19	0	4	4	0	31	6	31	0	0
Car or property insurance plan	81	19	0	4	4	4	50	0	19	0	0

IV. Major Activities and Events

This section will outline the major procedures and activities that were used to carry out the main goals and objectives of the EBCE project. Detailed information on the student population serve, the project staff and instructional staff utilized, and on the procedures, methods, materials, instruments and techniques used, will be included.

OBJECTIVE I

In seeking to provide an alternative to the established high school curriculum that fulfills or supplements graduation requirements, the first goal was to get approval for the EBCE project to accomplish this objective. The Parkway Board of Education enthusiastically approved the overall goals and objectives of the Parkway EBCE project. In addition, the project was coordinated with the Missouri State Department of Education to validate our meeting the guidelines of that agency.

The Parkway EBCE project became operational in October, 1976, upon acceptance of the grant from the U.S. Office of Education. Initial organizational activities were begun with the hiring of the staff. Most of the staff were hired by November 1, and training was commenced. The EBCE staff spent the first three months of the project learning about the EBCE concepts and procedures, organizing the program, publicizing the project at the high schools and in the community, recruiting students, and soliciting community sites. The staff moved in the new Learning Center at Parkway Central High School in November and spent many hours organizing the Center, ordering resource materials, equipment and supplies, and writing and publishing the Student Handbook and other materials needed for the students.

In the development of the program, procedures were outlined for student participation in the EBCE project and guidelines were established for the granting of graduation credit. When students are accepted in the EBCE project, they remain as active students in their regular high school program. The students' grades and progress in EBCE as well as discipline problems are coordinated with the students' high school administrative staff. Lines of communication and procedures were established with each high school by the EBCE staff.

Students earn the same amount of credit per hour in the project as they would earn in any other high school class. Students receive elective credit unless they need required courses for graduation. EBCE is able to grant credit in English, Social Studies, Math, Science, Practical Arts, Fine Arts, and Physical Education. Programs are arranged individually for students to receive credit in these areas.

During the first semester students received a pass or fail grade only for their work in the project. This summer the staff made the decision to give letter grades during the 1977-78 school year. This method was changed because both the staff and a majority of last semester's EBCE students felt grades would be a better motivational tool for students to work in the project. Also, the staff felt grades would make the project more creditable with the high school faculties. Many students prefer grades because they are figured with their grade point average which is important for acceptance to college.

OBJECTIVE II

The two Community Site Coordinators, initially called Employer Relations Specialists, were charged with the responsibility of providing each EBCE student with the opportunity of exploring three community sites during the year. The task of locating and recruiting community sites was initiated during the early months of the project and has been a continuing process since.

The CSCs recruited a number of job sites before the students arrived in occupational areas where they knew there would be a lot of student interest. As sites were recruited they were classified by the fifteen job clusters.

As previously explained under the accomplishments section, plans were designed to assess the interests of students initially and help them choose job sites. This was accomplished in the orientation phase of the project. Career Exploration requirements were set up in the Student Handbook and explained to students.

Students made appointments with the Community Site Coordinators to plan their job explorations. The CSCs based their recruiting of job sites on individual student requests and, where possible, met student needs.

OBJECTIVE III

The EBCE staff cooperates with the personnel at community sites to identify academic skills that correlate to the occupational skills on a particular site. This is done to make sure career explorations in the community yield academic skills as well as occupation skills.

This goal is accomplished in two ways. First, the Student Exploration Guide requires the students to note specific academic skills required for the job they are exploring. They list the communication and math skills required for the job. They also compare skills they now have with the skills required for a job.

The Community Site Coordinators develop Learning Site Analysis Forms on each of the job sites. This is a detailed description and analysis of a job to show the student and his Learning Manager what academic skills might be incorporated into Learning Level projects for students. Each student is required to do one Learning Level project in which academic skills in both the Life Skills and Basic Skills components are written into the community site exploration.

OBJECTIVE IV

The EBCE staff planned the career exploration experiences to provide career knowledge and interpersonal skills for students. The Career Exploration Guide was developed to structure the experiences of the student at the job site. Each student is required to tape an interview with his or her employer instructor to obtain specific information about the job as well as develop interpersonal skills. The Guide requires the student to obtain specific career information, explore the career opportunities for the field being explored, learn the requirements for the job, and find out the educational and academic requirements of the job. In addition, students are required to reassess their personal interest and qualifications for that type of work.

When a student completes the Career Exploration Guide at a job site, they have a good concept of the job they have explored. They are required to complete the Guide to the satisfaction of the Community Site Coordinator in order to receive credit for the career exploration

Student experiences at each job site is recorded on the opscan information sheet as to name of site, job cluster, occupational level, completion date, and the student evaluation of the experience. This information will be kept on record for comparative data of the information in evaluating the job sites as well as providing record keeping for the project.

OBJECTIVE V

A primary purpose of the EBCE project is to provide the experiences and guidance for students to make good, realistic plans for their future. Since the EBCE project is planned around career explorations and decision making, providing students with guidance information for their post high school plans is an on-going task of each staff member. In fact, a good percentage of the college-bound choose the subject, "Planning for College", as the topic for one of their personal social development projects.

Most of the college-bound seniors had already made decisions about their college plans through their home school counselor before they came into EBCE. The Learning Managers were careful to go over post high plans with each student, however, and the opportunity for educational/occupational counseling assistance was provided for each student in the program.

In regard to specific job placement for students, contact was made with the Missouri Employment Security Division in St. Louis. Students interested in seeking job opportunities through this agency took a field trip to the State Employment Center in St. Ann where they learned about services offered and were given the opportunity to make an appointment for vocational counseling.

OBJECTIVE VI & VII

The EBCE project is designed to individualize the learning plans for students through the Learning Plan Negotiation process. The purposes of the Learning Plan Negotiation process as outlined in the NWREL curriculum guide is to:

1. establish a common framework for organizing student learning through individual learning plans that

   a. derive from one-to-one negotiation among students and adults

   b. are built on personal needs, interests and abilities

   c. reflect individual differences in learning styles and rates

2. help students to develop life and career goals that are personally relevant and to acquire the knowledge and skills necessary for managing their educational and career/life planning throughout their lives

3. affirm the rights and responsibilities of both students and staff, encouraging students to assume increasing responsibility for their own behavior with a corresponding reduction of their dependency on adult supervision

4. insure that each student's EBCE experience is positive and conducive to growth as a unique person and member of society

All of the EBCE staff are involved in the Learning Negotiation Process. The Learning Manager is responsible for negotiating individual project activities and helping students reflect on all their learning plan experiences.

Assessment of the individual needs is a very important part of the individualized program. For the 1977-78 school year the California Achievement Test and the Criterion Reference Tests given to all students at the beginning of the school year. The test results are used to prescribe Basic Skills experience based on the needs of the student in regard to their career interests/post high school plans.

OBJECTIVE VIII

Special emphasis is placed on students acquiring the necessary basic skills in the areas of reading, writing, oral communication, and mathematics which are not inferior to such skills attained by non-participating students. As previously mentioned, each student is assessed for achievement levels in the Basic Skills. A tutorial program has been designed for students who have deficiencies in the Basic Skills. Extensive resource materials have been developed to help students to acquire higher levels of mastery in the areas needs.

During the initial semester, a minimum amount of work with the Basic Skills was accomplished, as previously explained under Accomplishments. Over the summer an extensive program has been designed for students in the fall. A part time instructional aide will be hired to work with students. Mr. Ted Okey, Learning Manager, is responsible for organizing the program and working with the instructional aide. Volunteer tutors (senior citizens, parents, college students) will be recruited to work individually with students.

Pre-test and Post-Test Results of the California Achievement Test will be compared between the EBCE students and the Control Group to determine the effectiveness of the Basic Skills program.

OBJECTIVE IX

The development and use of Basic Skills was required at the Learning Sites. The activities that the students participate in at the Sites help them recognize and use the necessary Basic Skills. For the learning levels, in particular, projects are written requiring written and verbal activities that call for reading writing, oral communication, and, in some cases, mathematical abilities.

Competencies are the basic skills identified by the local community as essential to daily living. Each student was required to complete a specified number of the competencies based on his or her hours in EBCE. Each competency called for the application of basic skills to successfully complete the required activities.

The application of basic skills is assessed on the pre-test/post-test of the Criterion Reference Test developed by the third party evaluator.

OBJECTIVE X

The successful completion of Competency Skills was a major goal of the project during the initial semester of the project. The Learning Resource Specialist had the responsibility for this area. She recruited community certifiers and developed the requirements for each of the competencies. Each student made an appointment and individually planned a schedule for completing a competency. Some work was done with the student's own arrangements. Other competency work was scheduled as group meetings by the LRS. As previously mentioned, the number of required competencies depended on the student's hours in the program.

With the organizational changes in the summer and the deletion of the LRS position, Mr. John Gannon, Learning Manager, assumed responsibility for the Competencies. The Steering Committee helped the staff revise the competencies for the 1977-78 school year.

V. Problems

ORGANIZATION. A major problem that existed throughout the first semester was the problem of organization. This was an area of weakness indicated on both the student and parent surveys. There were several reasons for this problem:

(1) This was the first semester of Parkway EBCE and the staff was was newly hired. One staff member was hired and came to work two weeks after the semester began.

(2) The number of students and their varied hours in the program compounded the organization problem. We started with a large number of students (68) for a new project. By allowing them to enroll for different hours at all parts of the day, it made it extremely difficult to work with the students as a group. It was impossible to organize the Learning Center to have all students there at one time.

(3) The organization of the staff with clearly laid out roles for the three positions of Learning Manager, Learning Resource Specialist, and Community Site Coordinator was made difficult by the number of students in the project. There was some overlap of responsibilities in meeting the needs of the students.

The staff feels it will deal successfully with the above mentioned problem in the coming year. The staff now have a semester of experience and are aware of the areas that need improving. Since the staff worked this summer, they had the opportunity to work on the areas of concern.

Part-time students will all be in EBCE in the morning, either the first three or the first four hours. Therefore, all students will be here at the same time for at least three hours a day which allows for easier organization, communication, and articulation of the program.

The staff roles have been redesigned. The Learning Resource Specialist position has been deleted and the job responsibilities divided among the Learning Managers. Next year we will have four Learning Managers and two Community Site Coordinators (new name for Employer Relations Specialists). This reorganization will allow for easier organization of duties and staff roles. The name for the Employer Relations Specialist was changed to Community Site Coordinator because it is a more accurate name for the position. Employer connotes a misleading relationship and more narrowly defines the position.

TRANSPORTATION. This has been a serious problem since the beginning because of the size of the school district (68 sq. miles), the distance from the Learning Center to the other three high schools, and the need to transport students not only to/from job sites but, also, to/from the schools at different times of the day. Our EBCE van could not begin to meet all of these needs. We used the district buses to do most of the transportation to/from the schools at considerable additional expense to the project.

With the Learning Center located at a separate building on the south side of the district there are some additional transportation needs. Also, we have more students in the project. To alleviate this problem a second van was requested and granted. As the school year began the two vans adequately handled all the transportation needs of the students. However, careful planning will need to be made as the project grows to 120 students in 1978.

STUDENT ACCOUNTABILITY

A major concern of the staff this past semester was dealing effectively with students who are not meeting the requirements and expectations of the project. There were students who had problems meeting the scholastic requirements of the project and got behind. Some students did not complete their work and lost credit for the semester. Other students were too immature to handle the freedom of the project. Although we had a Student Accountability System, it was not very effective for three reasons:

(1) Our organizational problems
(2) The students' diverse hours in the project which made it difficult for the staff to keep track of them
(3) Modeling our accountability system after NWREL's pilot site, which was not feasible for our program

The staff designed a Student Accountability Plan over the summer which will be easily enforceable and have clear responsibilities and definite action plans for students who are having difficulties in the program. It particularly emphasizes more communication with parents and involving the parents in the solution to the students' problems.

RECRUITMENT OF STUDENTS

A major problem that has existed since the project began is recruiting a sufficient number of students for the project. Despite a lot of publicity and presentations at the high schools, not enough students have applied for EBCE to provide for a good random sample and a control group. Sixty-eight students applied the first semester and all were accepted in the project. Ninety applied for the 1977-78 school year and seventy were enrolled into the project.

As the project grows in recognition in the community and as the EBCE students begin selling the program in their schools, we feel the recruitment problem will be alleviated. In December, 1977 the EBCE plans to do some major student recruitment for the second semester to increase the EBCE student numbers to ninety students. The steering committee made a number of recommendations which will be acted upon and include the following:

1. Get articles published in the local newspapers.
2. Invite key teachers to the learning center for an orientation.
3. Invite counselors to the learning center.
4. Send out newsletter to all eligible students.
5. Invite interested students to the learning center during classtime to see the program in operation.
6. Get EBCE students to publicize project at their schools.

VI. Publicity

The major publicity activities are listed below:

1. St. Louis Post Dispatch, October, 1976, announcement of USOE grant to Parkway.

2. St. Louis Globe Democrat, October, 1976, announcement of USOE grant to Parkway.

3. West County Journal, November, 1976, picture of EBCE staff training.

4. EBCE Bulletin, December, 1976, mailed to all juniors and seniors.

5. Parkway School District, April, 1977, article on EBCE Project, mailed to all property owners in the Parkway School District.

6. Western Electric News, March, 1977, article on EBCE student on job exploration at Western Electric.

7. St. Lukes Hospital Employee Newspaper, April, 1977, EBCE students on job exploration at St. Lukes.

8. EBCE Bulletin, April, 1977, mailed to all sophomores and juniors in Parkway.

9. EBCE Newsletter, April, 1977, first news publication on EBCE published and mailed to employer instructors, parents, high school facilities, central office personnel, community certifiers, and volunteers.

VII. Dissemination

Dissemination activities during the first year were directed at publicizing the project throughout the district and the immediate communities. Plans are to begin dissemination activities in the St. Louis area and with the State Department of Education during the second year of the project. The following activities were accomplished during the first year.

- On December 1, 1976 the EBCE staff made a presentation on the EBCE project to the administrators of the senior high and junior high schools in Parkway at a Career Education Dinner.

- During the months of December and again April, the EBCE staff made presentations to the students at the four public high schools and one non-public high school in the district. Different types of presentations were made. In one school, the project coordinator spoke to eleventh and twelfth grade large class meetings. In two schools, staff members spoke to students in a lot of individual classes. In all of the schools, announcements were made about the project and staff members were available to talk to students about the project.

- The Project Coordinator spoke to the faculties of each of the four public high schools in December and January about the EBCE project. He presented EBCE to administrators from the non-public schools in Parkway on January 5.

- A bulletin publicing EBCE was mailed to all eleventh and twelfth grade students in Parkway in December. This was repeated in April for all sophomores and juniors in the recruitment for the 1977-78 school year.

- On January 12, the EBCE staff conducted an open night meeting for interested parents and students that was well attended. Another night meeting was conducted in April for the 1977-78 school year.

- The Project Coordinator and the Community Site Coordinators made presentations were helpful in developing community sites. They included the Ballwin Rotary Club on January 4, the Chesterfield Chamber of Commerce on February 16, and the Creve Coeur Chamber of Commerce on March 17.

VIII. Progress on Data Collection and Evaluation Plans and Procedures

The Final Evaluation Report by Evaluative Research Associates, Inc. in the appendix covers the third party evaluation activities and results for the first year of the Parkway EBCE project.

The involvement of our third party evaluator was delayed until March because of the rejection of an earlier contract and a requirement to submit bids. Evaluative Research Associates, awarded the contract, had a number of meetings with the staff during March and April to become familiar with our project, to learn what goals and outcomes the staff perceives as important, and to develop tests based on the EBCE objectives. The evaluator has made the decision to develop his own testing instruments instead of using standardized testing. The evaluation team worked with the staff in developing test questions around the activities and program objectives of Parkway EBCE.

The third party evaluator worked with the project coordinator in selecting a control group of students and arranging for testing of the EBCE students and the control group. Since all students who applied for EBCE were accepted into the program, there were no students to select for a control group. The counseling department at each high school was asked to randomly select from an alpha grade listing of students who had comparable grades to EBCE students. These students were tested as the control group for the first semester in May.

Each experimental and control student was tested in the areas of Career Development, Life Skills, and Basic Skills. The results of that testing is included in the appendix.

The third party evaluator during May and June has received all records and data files pertinent to EBCE requirements to verify how much work students actually completed. All student summary sheets, student records, and career exploration guides were reviewed and evaluated. The results of the first semester project evaluation were published by the evaluator in July and are included in the Final Evaluation Report in the Appendix.

The third party evaluator, after consulting with the staff, developed an optical type record form to record various student information. This record form is presently being type-set and printed. Information provided by the optical scan form will be transferred to a magnetic data tape. Analysis and verification of the completion of each EBCE activity will be

performed by the end of the project year. The results will be submitted to the EBCE staff.

In regard to the third party evaluators using their own testing instruments, the Annual Evaluation team asked that they also use a standardized test on the basic skills in subsequent years. This is for comparative data with other projects. The EBCE staff decided to use the California Achievement Tests published by McGraw Hill for the standardized tests.

ANNUAL EVALUATION TEAM VISIT

The annual evaluation team visited the Parkway EBCE project on May 10-11, 1977. Members of the team were:

Joyce Cook,	EBCE Director U.S. Department of Education Washington, D.C.
Les Thompson,	Program Officer Regional Office U.S. Department of Education Kansas City, Missouri
Marion Starr,	Director of Education Missouri State Department of Education Jefferson City, Missouri
Gordon Kutscher,	Executive Secretary State Advisory Council for Vocational Education Jefferson City, Missouri

The evaluation team spent two days talking to the EBCE staff, students, employer instructors, and the district administrators. The team was very helpful in providing recommendations and advice on ways to improve the program. The following is part of the letter from Mr. Les Thompson, dated June 1, 1977 with comments and recommendations about the evaluation visit.

"The evaluation team agreed many fine things are happening because of the because of the excellent support provided by the school administration. If a program is to be successful in any school the number one ingredient must be administration support. The project director, coordinator and staff are implementing the EBCE project with a high degree of integrity. The total project staff have a positive attitude about implementing the program to serve as many students as possible. The staff also came to the project with an excellent background and all 12 month contracts. This gives the staff an opportunity to have time to study and prepare materials that will assist them to do an excellent job during the next school year.

"We visited with a number of students and they were all very enthusiastic about the project and were excited about the activities they had participated in this semester.

"The newsletter is well done with many excellent examples of what is taking place in the project. I suggested to Dr. Garrison today that he send one copy to each of the project directors in the other three states.

"The project indicates adequate progress toward implementing the goals and objectives as outlined in the proposal and we would like to commend each of you.

"Recommendations for strengthening include the following:

1. Provide adequate space for the staff and students for the next school year. It is our understanding that the facilities the staff presently occupies will not be available next year. We would like to recommend that a plan be submitted to the regional office so it can be approved prior to the time the project is refunded for the next school year. We would like also to recommend that some privacy be provided when it is necessary for one of the staff members to talk individually about a specific problem.

2. Plan now to prevent transportation problems that may surfact as a result of the facilities being considered in possibly another location. If the number of students increase at a rapid rate, transportation could also become a problem.

3. Provide inservice to teachers in both academic and vocational subject matter areas so they better understand the EBCE model. Every teach should become involved in the program as soon as possible. Guidance counselors are also a very important component of the implementation of EBCE project.

4. Develop a plan to implement a summer program for the second fiscal year of the project. The team indicated that a good summer program should be provided this summer for the project staff, business and industry personnel and parents.

5. Plan to hold conferences with those students and their parents prior to the students enrolling in the EBCE project. These conferences will provide an opportunity for both the parent and the student to ask questions.

6. Coordinate the EBCE project with the $10,000 grant received from the State Department of Education on Career Education. The same person at the State Department of Education has the responsibiltiy for both programs.

7. The $10,000 Career Education program funded by the State Department of Education has as its primary goal to implement a comprehensive Career Education program in each secondary school in the Parkway district from July 1, 1976 through June 30, 1979. The EBCE project may serve to complement the above mentioned

project and provide an excellent opportunity for all students to be able to explore occupation of his or her choice. It might also give students an opportunity to explore occupation at an earlier age.

8. The team suggested that the Third-party evaluation team use some validated instruments with both the EBCE student and the Control group.

9. Include a representative on your advisory council from the wage and hour division from the department of labor.

10. Develop a long range dissemination plan that would take into consideration what products could be used by other districts and also by the State Department of Education, (Vocational Education Division) products such as interview techniques with business and industry could be used by all vocational coordinators.

11. Inservice should be provided by the State Department of Education to assist the employer relation specialist in techniques used when interviewing employees.

12. Provide inservice to business and industry as it pertains to labor laws, sex-role stereotyping and sex-fair guidance. Business and Industry should definitely understand their responsibility as it pertains to the training that is to take place while the student is under his or her direction.

"In conclusion, the review team indicated they were surprisingly happy that so much has been accomplished in such a short period of time. The project is operating on a new timeline that was submitted following a delay in funding but is on schedule and making excellent progress."

IX. Staff Employment and Utilization

The Parkway EBCE staff positions were previously identified in the Description section of this report. The following personnel were hired to fill the staff positions. Vita sheets are in the appendix.

Project Coordinator-- William C. Sparks, October 20, 1976

Learning Manager-- Ms. Jackie Miller, November 1, 1976

Learning Manager--Ted Okey, February 7, 1977

Learning Resource Specialist-- Ms. Candice Brittan, November 1, 1977

Community Site Coordinator-- Ms. Adele Niblack, October 26, 1976

Community Site Coordinator-- Mr. Timothy Gannon, November 15, 1976

Secretary--Ms. Nadean Young, October 26, 1976

Secretary--Ms. Karen Opperman, December 1, 1976

The staff reorganization this summer necessitated several staff changes. With the deletion of the Learning Resource Specialist position and the addition of two Learning Manager positions, the following staff changes were made:

-Candice Brittan was moved from the deleted LRS position to Learning Manager.

-John T. Gannon was moved from the Community Site Coordinator position to Learning Manager.

-Gregory Jendusa was hired in August to fill the vacated Community Site Coordinator position.

Jackie Miller resigned on August 25, 1977 as Learning Manager to move to Memphis, Tennessee with her husband. Marla Riley was hired on Septemb[illegible] 1 to take her vacated position.

X. Staff Development

The main staff development activities have been the training provided by the Northwest Regional educational Laboratory personnel, Ms. Sue Cook and Mr. Dave Overby. Sue spent eleven days in October, December, and April, training the staff and providing consultation in setting up the project. Dave Overby spent three days with the staff in July providing consultation to the staff on a number of concerns including staffing responsibilities, student accountability, project writing, and development of LSAFs. Both Sue and Dave were of tremendous value to the success of the project during the first year.

Dr. Dean Gray, professor of education at Southern Illinois University, led a two-day seminar on interpersonal communication skills with the staff. Dr. Gray particularly worked with the communication skills needed in the Learning Negotiation Process in working with students. All of the staff felt the training was valuable.

APPENDIX A

Publicity Articles

Nov 4, 1976
St. Louis Post Dispatch

Parkway To Get $156,209 Grant For Career Education Project

The Parkway School District will receive $156,209 grant from the United States Office of Education to finance an experience-based career education program for a year.

It is the only agency or organization in Missouri to receive such a grant. District Superintendent Wayne W. Fick said the district expected to receive $475,691 for the complete three-year program through 1979.

In the first stage of the project, funds will be used to provide for a full-time staff of six counselors, to be housed at Parkway Central Senior High School, who will plan and implement the curriculum.

Direct work with students is expected to begin in the spring semester.

The program is based on a model developed by the Northwest Regional Educational Lab in Portland, Ore.

"Its intent is to offer a comprehensive alternative to the regular high school-provided experiences that fulfill graduation requirements," said Maurice Geisler, the district's career education coordinator, who wrote the proposal.

Students participating will perform unpaid tasks and observe adults in their work environment. They will be required to use three community sites to gain work-related skills.

Credits in English, science, mathematics and social science collected in the program will be applied toward graduation requirements.

The project involves youth throughout the Parkway community. Participating schools include the four Parkway senior high schools, Conway Day School, St. Louis Priory, DeSmet Jesuit High School and John F. Kennedy High School.

Wed, Nov. 17, 1976

EBCE Group Meets

Newly-appointed staff members of the Parkway experience-based career education project (EBCE) met recently for an organizational session and orientation to the new federally-funded program. More than $156,000 has been awarded the Parkway district for the initial year's work in EBCE, with a total amount of $475,691 expected over a three-year period. The program, acorkng to project author Maurice Geisler, district career education corrdinator, will enable students to perform non-paid work tasks and observe adults in their work environment. Participating students will use three different community sites to gain work-related skills to fit their own personal goals. The training session held at the district admininstrative center was led by Sue Cook, upper left, of the EBCE project at the Northwestern Regional Educational Laboratory in Portland, Oregon. Parkway's program was based on the Oregon model. Other staff members pictured, clockwise from Sue Cook are Geisler; Adele Niblack, employee relations specialist; Nadean Young, secretary; Jackie Miller, learning manager, Candy Brittan, learning resource specialist; Tim Gannon, employee relations specialist; and Bill Sparks, overall project coordinator.

Who can enroll?

EBCE is open to all juniors and seniors who attended the public and non-public high schools located in the Parkway School District. Students receive regular high school credit for their work in EBCE based on the number of class hours for which they enroll.

What about transportation?

An EBCE van, public transportation, and private cars take students to and from community sites and the EBCE learning center at the Manchester Annex, 120 Henry Road, Manchester.

How did EBCE come about?

The Parkway School District was selected as the first site for an EBCE program in Missouri under a three-year federal grant beginning November, 1976. Currently 46 states around the country have EBCE projects under similar grants.

In accordance with federal guidelines, EBCE students are encouraged to explore careers without regard to traditional sex role stereotyping.

Why EBCE?

The future will hold many changes. But one aspect of our lives is likely to remain the same — work. The particulars of any job may change, but the fact remains that most Americans will continue to earn a living by participating in the world of paid employment.

Recognizing the importance of work to each individual, the Parkway School District is committed to providing students with opportunities to explore career alternatives. The district has developed and implemented a variety of career awareness programs throughout the entire curriculum.

Over the past several decades an ever-widening gap has grown between the students' experiences in school and the experiences awaiting them in the world of work. As a result, the transition from school to work (whether directly or via post-secondary education has become a genuine struggle for many young people.

Providing students the chance to become acquainted with the world of work through first-hand experiences at community job sites is one way to begin closing the gap between school and work.

This is where Parkway's EBCE fits in.

For more information, contact an EBCE community site coordinator, 227-7700.

experience-based career education

parkway school district

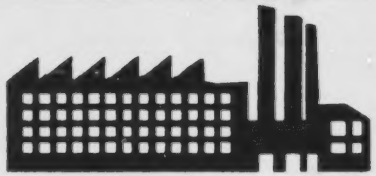
120 henry road
manchester, mo. 63011
phone: 314/227-7700

What is EBCE?

Experience-Based Career Education (EBCE) is a new educational curriculum for high school students which blends community experiences and classroom learning. EBCE students learn basic skills and academics normally taught in the classroom through practical application and direct experiences with tasks, events, and facts encountered in the community. Learning experiences within and outside the classroom are combined into a balanced learning and exploration program.

Are students paid?

No. The EBCE experiences are only for exploration and learning purposes. During their visits to the community sites, students concentrate on getting information about careers or completing project assignments.

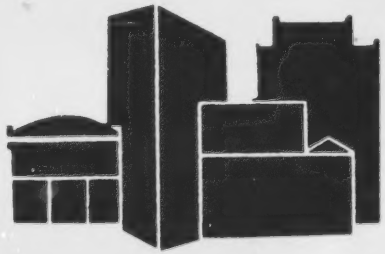


How does it work?

In the community, students find out what jobs are like. They interview and observe workers, and try their hand at job-related tasks.

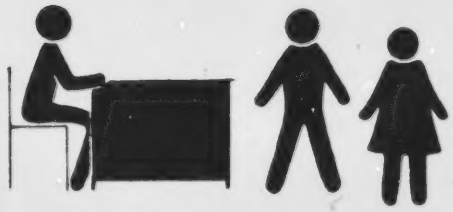
At the school, students work alone or in small groups to plan activities, research problems and share ideas.

EBCE job sites include large and small companies and agencies representing various career areas. We are constantly looking for new community sites where men and women would like to share knowledge, skills and experiences with interested students.



How much time is involved?

The initial student experience at a community site is a career exploration of 10-20 hours. If a student is interested in pursuing that field further, he or she would negotiate an independent study project with one of the EBCE staff, obtain approval of the community site instructor, and spend additional time (possibly 3-5 weeks on a part-time basis) at the community site.



Who is a community instructor?

The person at a community site who is responsible for working with a student is a community instructor. The EBCE staff works closely with this person to assist him or her in providing a worthwhile experience for the student and the participating community site.

WHAT WE'RE ALL ABOUT

Different people have different reactions to Experience-Based Career Education the first time they encounter it.

Some see it as a startling reform of secondary education.

Others see it as a reasonable combination of options already being tried in many communities today: community internships, schools-without-walls, cooperative work experience, action learning programs.

After examining EBCE closely, however, most see it somewhere in the middle: a creative new process that's built on some old ideas - that experience is an excellent teacher and that the community can be a classroom.

What turns people on about EBCE? Why are school and community leaders asking for more details on how it works?

That's what this brochure is all about. The glimpses you get here should help you shape some general impressions about what EBCE is trying to do and how it all happens.

what kind of student is EBCE for?

·the student who has only vague notions of the "real world" and would like to explore career options through direct experience

·the student who is ready to test "book learning" against the "real world" outside the classroom

·the college-bound student who wants to explore a tentative career choice before setting out on a post-secondary program of study

·the student who wants information and know-how needed to pursue a career interest, to meet basic job prerequisites, to acquire entry-level skills, or to take the next step in career preparation

what are the key elements of EBCE?

·an assessment process that identifies the range of needs, interests and abilities of the entering students and that updates this assessment periodically during the year

·an integration of the traditional roles of teacher and counselor and a sharing of these roles with employer/community persons

·a basic skills component focusing on reading, writing, and mathematics competency as well as specific academic courses needed for a student's career plans

·a career skills component that guides each student through a sequence of career-oriented learning activities at various levels of specificity (including exploration of a variety of specific career areas and in-depth investigation of particular jobs)

·a life skills component that helps students obtain a variety of real experiences in such areas as political and civic activity, personal finances, insurance, health and leisure-time activities

·a system for linking student activities to personalized learning objectives and performance measures

·an emphasis on using employer/community sites as the principal bases for learning, backed up by a special EBCE learning center, instructional materials and other supports (for example, tutors, community colleges)

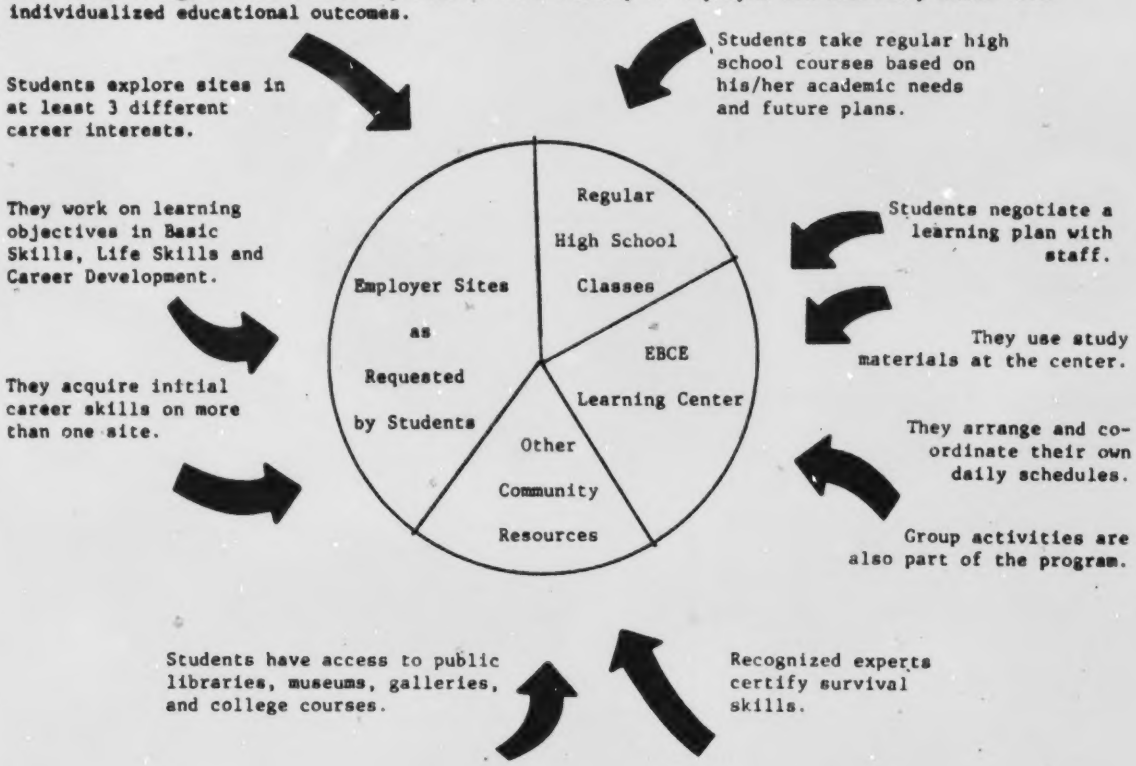
·a method of identifying and analyzing which learning experiences are available from, and best provided by, particular community sites

·a method for translating EBCE activities into standard public school course equivalents to ensure that students can earn a diploma and present the kind of credentials that can be evaluated by college admissions offices and employers

·a career skills component that guides each student through a sequence of career-oriented learning activities at various levels of specificity (including exploration of a variety of specific career areas and in-depth investigation of particular jobs)

EXPERIENCE-BASED CAREER EDUCATION

Experience-Based Career Education (EBCE) is a comprehensive program designed to operate as an alternative to the regular secondary school curriculum with a unique set of expectations of its own. EBCE integrates real-life experiences on a variety of employer and community sites with individualized educational outcomes.


Students take regular high school courses based on his/her academic needs and future plans.
Students explore sites in at least 3 different career interests.
Regular High School Classes
Students negotiate a learning plan with staff.
They work on learning objectives in Basic Skills, Life Skills and Career Development.
Employer Sites as Requested by Students
EBCE Learning Center
They use study materials at the center.
They acquire initial career skills on more than one site.
Other Community Resources
They arrange and co-ordinate their own daily schedules.
Group activities are also part of the program.
Students have access to public libraries, museums, galleries, and college courses.
Recognized experts certify survival skills.

THE PARKWAY SCHOOL DISTRICT WAS SELECTED AS THE FIRST SITE FOR AN EBCE PROGRAM IN THE STATE OF MISSOURI UNDER A THREE-YEAR FEDERAL GRANT WHICH WILL ALLOW THE FIRST GROUP OF STUDENTS TO ENTER THE PROGRAM AT THE BEGINNING OF THE SECOND SEMESTER, JANUARY 24, 1977.

The EBCE Learning Center is located in Room 305 of Parkway Central Senior High, 369 N. Woods Mill Road, Chesterfield, Missouri. Telephone: 434-6801

EBCE STAFF

Project Coordinator	-	William C. Sparks
Learning Resources	-	Candice Brittan
Employer Relations	-	Tim Gannon
		Adele Niblack
Learning Manager	-	Betty J. Miller

EBCE NEWS

VOLUME 1, NUMBER 1 APRIL 19, 1977

PARKWAY BEGINS EBCE PROJECT

The Parkway School District feels very fortunate to be one of the forty-nine school districts in the United States to receive a federal grant for establishing an Experience-Based Career Education project. It has been a busy and exciting time for the staff as they have prepared for the first group of students who enrolled for this first semester of EBCE.

Parkway's EBCE grant came out of a growing national interest in the "community as the classroom" concept, which gives students reality-based learning experiences outside the school building. It allows students to tap the educational resources of the community and gives them a better understanding of themselves in relation to careers and options after high school.

A Busy Summer

The EBCE staff is planning a very productive summer. This time will afford the staff an opportunity to reevaluate the progress in the areas of job sites, projects and student activities. It will also be a time to meet with our 1977-78 students, administer the necessary basic skills and vocational interest tests, and determine their interests as they relate to job sites. The Learning Center will be open and the staff will be available for questions throughout the summer.

Private Lee Barton of the Chesterfield Fire Protection District explains the function of the pump panel to Greg Groesch, a senior at North Senior. Greg explored the career of a firefighter through his enrollment in the EBCE program.

Parkway EBCE involves juniors and seniors in Parkway's public and nonpublic high schools and is designed to move the students' learning experiences from the school into the community. While students in traditional programs attend classes all day at the high school, EBCE students spend a major portion of their time on learning projects in the community. Activities are tailored to individual student needs, abilities, learning styles and goals.

The staff members are: Mr. William C. Sparks, Project Coordinator; Mr. Ted Okey and Mrs. Jackie Miller as Learning Managers; Mr. Tim Gannon and Mrs. Adele Niblack, Employer Relations Specialists; Ms. Candice Brittan, Learning Resource Specialist; Mrs. Karen Opperman and Mrs. Nadean Young, Secretaries.

STUDENTS, STAFF TAKE TO THE ROPES

Recently ten members of Parkway's EBCE program participated in a day long "Rope's Course Adventure" at Greensfelder Park. The purpose of the activity was to give students with interest in outdoor occupations or youth work an in-depth experience with a program designed to motivate turned-off youth.

The course consists of a series of mentally challenging and physically strenuous activities. Each task requires the full cooperation of the group in assisting all members to succeed. The nature of the activities serves to build personal self-confidence and trust for others.

By participating in this program our students were better able to understand the importance of good self-concept and trust as keys to healthy life adjustment.

The group was led by Ying Wu from the County Parks Department and our own Tim Gannon, a certified outdoor instructor.

Despite the serious purpose of the group, the day was not without its lighter moments. In an early activity requiring each person to make a blind fall into the outstretched arms of his group, one staff member's pants had a parting of the ways causing an unexpected exposure to the wilderness. Another group member toppled from a giant rope ladder and hung helplessly in midair with his head caught in a large loop until his partners could rescue him.

Although cold weather and rain soaked the course, it could not dampen the group's spirit. The day's events closed with an exciting walk over the Burma suspension bridge and a thrilling cable slide 150 feet to the ground.

As one student put it -- "You really had to trust people to get through it. Looking back, it was one of the best days I've had in school this year."

Community Instructors React To EBCE

Students have selected from some seventy community job sites for career explorations this semester.

One heavily used site is the Spirit of St.Louis Airport, which includes the Air Traffic Control Tower, Flight Service Station, and Thunderbird Aviation. Clarence E. Newbern, Chief Air Traffic Controller, sums up his experiences with EBCE students: "For those of us at the Spirit Tower, it (EBCE) was both a rewarding and pleasurable experience. The students were inquisitive, well-mannered and seemed to enjoy the opportunity to observe and learn about a possible future career field."

Another popular job site has been the St. Louis County Department of Probation and Parole. Patricia T. Farmer, Adult Probation Officer, says, "This program (EBCE) seems to be a valuable learning experience for high school students. The program will also be good for community criminal justice relationships because it will give these students a better understanding of this system."

Maryville Students EBCE Tutors

The Teaching Assistant program has been in effect now for several weeks. The TA's were recruited from Maryville College, Chesterfield, Mo., with the assistance of Mary Ellen Finch, Education Department Chairman.

Students needing assistance for any reason--brushing up on basic skills, getting help with a class, working on a special project--can request help from one of the Maryville aides. Sue Merritt has been working with EBCE students Vickie Moon and Sharma Becker, developing and implementing an art project in which the students must practice several painting techniques and produce two finished paintings. Bob Lambert has been receiving assistance from Bonnie Micanek with work he is completing for an audited course at University of Missouri-St. Louis in Advanced Statistics.

The response from both students and Teaching Assistants has been very positive. As Mary Jane Gulley, English TA, put it: "I enjoy a one-to-one relationship with a student, this experience has been a satisfying one. EBCE is addicting--I got involved because of a class assignment but I have grown to really care about it and the students. I'd like to see this program take off and accomplish its goals for many years to come."

COMPETENCIES: SKILLS FOR ADULTHOOD

What do a gas station owner, home economist, banker and insurance agent have in common? They are all certifiers for the EBCE competency program.

The competencies are a set of skills identified by the EBCE staff and members of the Parkway community as essential for an individual if he or she is to be a self-sufficient, effective member of the adult community. As one student has said, "They are things we are going to have to know anyway. It's a lot easier if we learn them now when we can get help."

Ben Courrier, Vice President of the Chesterfield Bank, had this to say about his participation in the competency program: "We have been pleased to participate in the EBCE program. We are sure the students will find this exposure beneficial, not only in helping to decide a career, but also in dealing with real life financial situations. It is gratifying to work with a group of students eager to learn something of the business world."

As a result of the competency program, several EBCE students have opened checking accounts with area banks, helped parents with determining appropriate insurance coverage, and changed the oil in the family car.

Dawn Corirossi, center, was one of five students to explore careers in health fields at St. Luke's Hospital West through the EBCE program. While on the maternity floor, Dawn learns patient record procedures from Renate Bruder, right, 5th floor clinical supervisor At left is St. Luke's West Director of Nursing Service, Miss A. Wiedle. Seated is Nancy Ermeling, LPN.

FACTS ABOUT DEATH, FUNERALS BROUGHT TO LIGHT

Although the subject of a recent two part seminar in EBCE was not one people face enthusiastically, response to the event entitled "Death and Dying" was very favorable from staff and students. The seminar was planned by EBCE student Mark Eichert as one of several activities in a negotiated project.

The first session featured a panel of clergymen who discussed the moral and religious issues related to death and funerals and answered students' questions. Participating were Rabbi Mark Karasick of the T.I.C.K. congregation in Chesterfield, Father Lassard of Incarnate Word Roman Catholic Church, Chesterfield, Reverend Richard Brandon of St. John United Church of Christ, Manchester, and Reverend Terry Barber of Manchester United Methodist Church. Also on that panel was Louise Hulsey, an area resident, who talked about her experiences with serious illness and contemplation of death.

The second half of the seminar involved Rex Miller, funeral director of Lupton Chapel, and Sheila Fishman, an attorney from the Missouri Attorney General's Office. Mr. Miller discussed funeral practices, costs, and procedures and Mrs. Fishman brought out some facts about death and dying related to consumer protection.

In planning the seminar, Mark said he tried to invite persons who would present information that people most needed to know about death and dying. He said he had some trouble in arranging for speakers, but it was a good learning experience.

Comments from students and staff were quite favorable. "It opened people's eyes to the reality of death being a part of our lives, something we should all face up to," commented Tim Gannon, Employer Relations Specialist. A student commented, "This is information we need to know. I didn't know anything about it before. It is worth repeating."

EBCE ENLISTS OVER 70 COMMUNITY SITES

The EBCE students and staff wish to express their gratitude to the following individuals, businesses, and organizations which have enlisted to date to support EBCE either as competency certifiers, job sites, employer/instructors, or resource people:

A.B. Dick Duplicating/Copying Products, Ballwin Fire District, Ballwin Police Department, Barrett's Flowers, Boatmen's Bank of West County, Breckenridge Hotels, Chesterfield Bank, Chesterfield Fire District, Color Art, Comprehensive Accounting Services, County Bank of Chesterfield, Creve Coeur Fire District, Creve Coeur Police Department, Den-Mark Travel Service, Dierberg's Grocery, Directions in Design, Don's Auto Repair, Ellisville Veterinary Clinic, Equine Medical Associates, Famous-Barr, Fern Ridge School, First Missouri Bank and Trust of Creve Coeur, Flip's Stereo, Gale Hill and Associates-Architects, Hanna Woods School, Dr. Julius Hartstein-Optometrist, Hasselfeld and Montgomery Insurance Agency, Heritage Veterinary Associates, Jack and Jill Pre-School, Jewish Family and Children Service, John Fabick Tractor Company KMOX-Radio, KMOX-Television, KSHE-Radio, KTVI-Television, Kreismann-Bayer Insurance Agency, LaPetite Academy, Legal Aid Society, Lighthouse Bookstore, McDonnell Health Automation Systems, Manchester Travel Service, Maniscalco, Clancy, Pittman & Bagot-Attorneys, Maritz Incorporated, Marriott Hotels, Maryville College, Mercantile Bank, Richard K. Mersmann III-Attorney, Missouri Credit Union League Services, Missouri Division of Employment Security, Missouri Highway Patrol, National Association of Accountants, Olive-Fee Fee Standard, Pagoda Trading Company, Parkway North Junior High, Parkway North Senior High, Parkway School District Print Shop, Prade and Furlong Insurance Company, Press Journal, Rockwoods Reservation, St. Louis Advertising Club, St. Louis County Department of Adult Probation and Parole, St. Louis County Department of Public Works, St. Louis County Department of Revenue, St. Louis County Juvenile Court and Detention Center, St. Louis County Library, St. Louis County Police, St. Louis Eye Clinic, St. Louisan Magazine, St. Luke's Hospital Lab, St. Luke's Hospital West, Shaw's Botanical Garden, Sherwood Montessori School, Special School District, Spectrum Professional Color Laboratories, Spirit of St. Louis Airport, Thunderbird Aviation, University of Missouri Extension Service, Western Electric, Westview School, William H. Wyne-Attorney, YMCA of Greater St. Louis, Zayre.

experience-based career education

parkway school district
369 n. woods mill road
chesterfield, missouri 63017
phone: 314/434-6801

From the left, Michele Birsinger, Dawn Corirossi and Ruth Godfrey, high school seniors taking part in a career education program, make a bed at St. Luke's West.

At St. Luke's West

3 Area Students Learn About Nursing

Three West County high school students recently spent eight weeks at St. Luke's West learning about nursing as part of a federal experience-based career education program.

They are Michele Birsinger and Ruth Godfrey, students at John F. Kennedy High School, and Dawn Corirossi of Parkway Central. The three young women were at St. Luke's West three half-days a week from February 14 through April 8.

As they rotated through Divisions 5500 (OB-Gyn), 7600 (a medium-sized division) and 6600 (a large division), Michele, Ruth and Dawn were supervised on a one-to-one basis by Nursing Supervisors Renate Bruder, Horestine Coleman and June Subke. Among the things they learned were how to make beds, take temperatures, escort discharged patients downstairs, how a patient is admitted and how such departments as SPD (Supply Processing and Distribution), Radiology and Dietary operate. Therefore, seeing how the different hospital departments work together to provide patient care.

"We've enjoyed having them. They were well-received by the nursing staff . . . they (the staff) were responsive to the students," Alva Wiedle, director of Nursing Service-West, said.

All three seniors agreed that they enjoyed the program. Ruth said, "It's given me a better idea of what nursing is."

Under the program the students receive credit for the time they spend in the hospital. All three are interested in nursing careers, with two already accepted in nursing programs.

Dietary-West Takes Part In Teaching 2 College Students

For the past eight weeks the Dietary Department at St. Luke's West has been participating in a newly-created program for food service management students at Florissant Valley Community College.

Since March 15 LaRita Hayes and Mark Kohl, who expect to graduate with associate degrees in dietetic technology next month, have spent two days each week in the department "learning Miss Lee's way of doing things."

According to Dorothy Lee, chief dietitian-West, "It's been a teaching experience for the whole department."

During the time the students spent at St. Luke's gaining clinical experience, they studied department policies and procedures, learned about financial management of a hospital dietary department, and learned about decision-making by attending management meetings and seeing how budgets and labor costs were determined.

Miss Hayes and Kohl observed dietitians as they went about their jobs, learned how food is ordered and purchased, took part in evaluating new products and learned about each of the different jobs in the department among other things.

The new two-year college program was recently recognized by the American Dietetic Association.

Mark Kohl and LaRita Hayes, food service management students, look over produce that has just been delivered to St. Luke's West.

The new Experienced-Based Career Education program offers students the opportunity to prepare themselves for the business world. Students receive high school credit even though they participate in the program for part of the curriculum day. Above, prospective enrollee, Senior Renee Jones (l) speaks with Miss Candy Brittan, secretary, about the program.

photo by Hume

EBCE gives students other ways of learning

Career-minded students are searching for alternate ways to fulfill their education other than the basic six-hour program. For those students, a new program has opened up called the EBCE (Experience-Based Career Education).

EBCE gives the participating student the chance to experience the real world of business and finance. Instead of the usual six periods at West, students may spend only a few hours here and travel to Parkway Central, where the program is based, for the remainder of the day.

EBCE is divided into three basic components in which students gain a good background of subjects that will be useful in later life. The three parts are 1) "Life Skills", 2) "Basic Skills", and 3) "Career Development."

"Life Skills" involves several categories, including critical thinking, science, and a group called the competencies. The competencies are areas designed to fulfill the needs of the home, such as the operation and maintenance of an automobile, insurance needs, and working with a check book. Miss Candy Brittan, who is one of the leaders of the program, refers to these areas as "survival skills." She has high regard for them because she says they "make you more self-sufficient and independent."

The second element to the EBCE, "Basic Skills," involves more academic courses like reading and math. This is especially good for students, since those who have difficulties in any of these fields can receive special help from a tutor.

"Career Development," the third category, is what makes this program so unique. Students visit various job sites, such as Western Electric, Monsanto, or a local law firm. There, they are able to learn about the workings of a large business through observing and interviewing people.

According to Miss Brittan, the student response to the program has been excellent and about 60 were expected to be enrolled by Jan. 24, when the program opened. The final date for application was Jan. 14, but sophomores and juniors are now able to sign up for next year.

Those wishing to become involved in EBCE next year must be of junior or senior standing when the program opens. They can sign up for either the three-, four-, or five-hour day or they can go full time. This federally-funded program is free to all participants.

Parkway is the first school-district in Missouri to have EBCE. Miss Brittan describes it as a "total learning program devloped for an individual."

EBCE-Alternative to School

by Terri Moore

EBCE, Experience-Based Career Education, is Parkway's newest concept to help high school students in selecting careers.

"Basically, it's a program that involves a student's total learning plan," explained Candice Brittan of EBCE learning resources center.

Senior Sheryl Eisenberg, one of North's students involved in EBCE, described it as, "a total career program to prepare students for life after high school. It involves more than just careers, it helps teach us survival techniques in the 'real' world."

She also explained, I'm planning on college next year, and I want to explore career possibilities before tying myself down.

The EBCE staff includes William C. Sparks, project coordinator, Candice Brittan, learning resources, Tim Gannon and Adele Niblack, employer relations, and Jackie Miller and Ted Okey, learning managers.

The program, located at Parkway Central Senior, involves 68 juniors and seniors from the Parkway District. There are 31, students from North involved in EBCE, more than any of the other Parkway schools.

Candice Brittan explained that the program is broken into three areas. The first area, basic skills, tries to make sure students have the basic math, science, and English skills.

The second, life skills, is geared towards the student's interests, and may be related to the careers he wishes to pursue.

This section includes what is called competencies, which are very basic skills that the EBCE staff, and community, feel all adults must know, such as; what kind of life, car and home insurance is needed, how to write checks, and basic home and auto maintenance.

The third area is the career division, which allows students to get acquainted with certain career areas.

According to Sheryl Eisenberg, a student may pursue practically anything he'd be interested in.

At present a student can work at such places as Monsanto, Western Electric, Special School District, IBM, the St. Louisan Magazine, and many others.

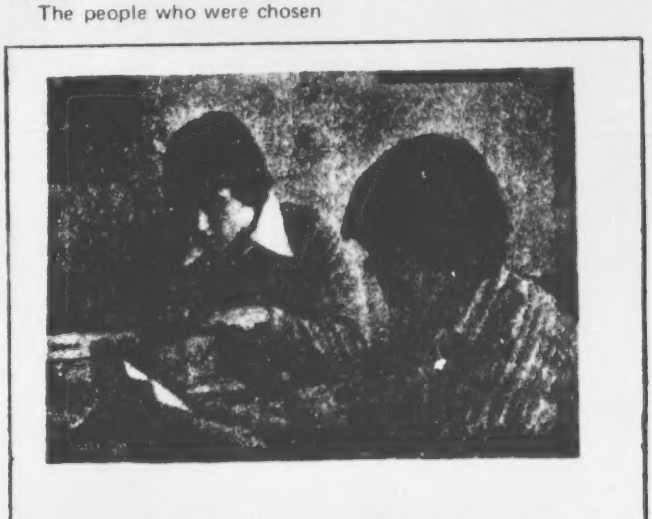
A student must choose three fields of study to work in, such as music, psychology and journalism. They must also keep a journal for their learning manager about any problems or incidents that occur during the course.

Students get the same amount of credits as in a classroom, one credit for each hour. These count as electives, but can be counted as a required course such as English in some instances, explained Candice Brittan.

The people who were chosen for the course were chosen entirely at random. Candice Brittan added, "Since it's a federal program, we had to make sure there was no prejudice."

The Parkway School District received a three year grant for the EBCE program after writing to the Federal Government for reviewing.

North students who are involved in EBCE are Sharma Becker, Susan Berliner, Sheryl Eisenberg, Debbie Figus, Angela Fortune, Casey Galvin, Gregory Groesch, Margie Heidelbaugh, Paul Herbert, Elyce Jadwin, Jim James, Gran Keeby, Becky Kerr, Jean Kinsala, Nancy Lemley, Zahid Mahmud, Richard O'Brien, Sharon O'Hare, Patricia O'Leary, Brian O'Neil, Brenda Pitezel, Mindee Portman, Raymond Rikimaru, Cindy Rosenthal, Brian Slawin, Rob Smith, Mike Tenenbaum, Laura Tolpen, Mary Traub, Brian Venezia and Kevin Wallace.



North students Brian Slawin and Gran Keebe work at the EBCE Center.

regional roundup

Education On The Job

Section Chief Dick Kallberg checks out progress of drafting student Scott Trumpeter.

Two high school students from the Parkway School District in West St. Louis County are finding out what it's like to work at Western Electric.

Through a federally-funded program called Experience-Based Career Education, Laura Tolpen and Scott Trumpeter are spending a total of 10 hours at Regional Headquarters, conducting interviews with employees and performing simulated work assignments.

On a typical day, Laura and Scott will spend three to six hours on the "job" and then return to school for the balance of the day. Laura's interest is in personnel administration, while Scott hopes to be a draftsman.

Some 68 Parkway students are taking part in the program, which involves visits to three different companies.

John Page, section chief of Personnel, is the Company's coordinator for the program.

'Cowboys' Ride Texas Trails

Six Southern Texas installers turned cowboy for the trail rides that are a part of the annual San Antonio Stock Show and Rodeo.

An estimated 7,500 members of 10 different trail riding clubs came to the Alamo City by horseback and covered wagon to help publicize 10 days of festivities that began Feb. 9.

Corpus Christi Installers *Danny McCoy, Mike McDonough* and *Frank Styra* rode with the South Texas Trail Ride and covered a distance of 150 miles to reach San Antonio.

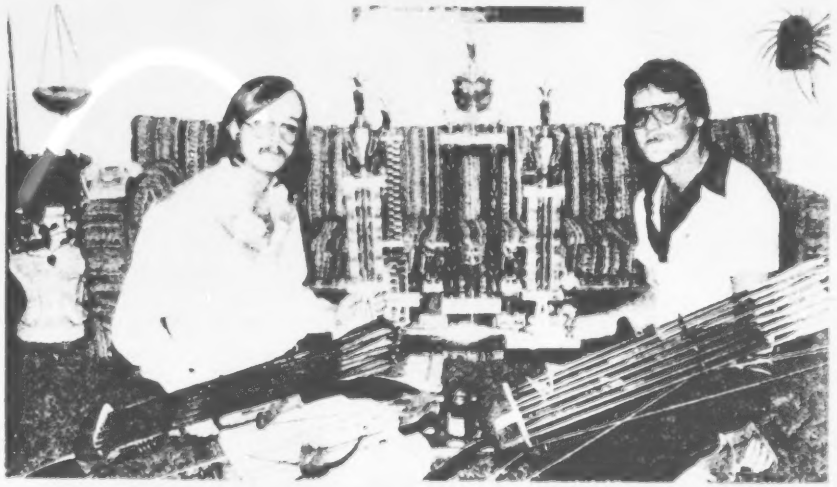
San Antonio Installers *Clyde Cervenka* and *Mike Bates* departed from Bastrop, Tex., for an 80-mile trip with the Mesquite Trail Ride.

Greg Newman, also San Antonio-based, rode with the Central Texas Trail Ride for the 100-mile journey that began in Hutto, Tex.

The various groups departed on Feb. 5 and arrived in San Antonio on Feb. 10. Riders attended parties at towns along the trail routes and camped out in accommodations that ranged from sleeping bags to motor homes.

When they reached San Antonio, riders and wives were treated to a beef stew dinner and dance.

– B. B. Davis



EBCE: learning from the community

During the first eight weeks of Parkway's new Experience-Based Career Education program, students have already had a variety of interesting experiences as they concentrate their learning at community sites. Sixty-five Parkway juniors and seniors are involved in exploring careers from air traffic controller to ophthalmologist to welder.

The EBCE program was initiated in Parkway at the beginning of the second semester through a Federal grant to the district of $485,000 over three years. It is open to all juniors and seniors who attend the four Parkway public high schools as well as the non-public high schools located in the district. Students earn the same credit in the EBCE project as in the regular high school program and can enroll for three to six hours a year.

The EBCE staff includes William C. Sparks, project coordinator; Jackie Miller and Ted Okey, learning managers; Tim Gannon and Adele Niblack, employer relations specialists; Candice Brittan, learning resources specialist; and Nadean Young and Karen Opperman, secretaries.

Examples of students' career exploration experiences include:

- Sue Berliner attending a trial in County Circuit Court while working with attorney Cyril Clancy.
- Ken Aft observing cataract surgery with an ophthalmologist at Christian Northeast Hospital, arranged by the St. Louis Eye Clinic.
- Jean Kinsala learning the opportunities in banking at Boatmen's Bank of West County.
- Greg Groesch working with an aircraft mechanic at Thunderbird Aviation.

After spending about 20 hours exploring a particular career, a student may find he had a misconception about the career. He then has an opportunity to pursue other interests in the next two explorations scheduled this semester.

"After going to a television station, I found that is not the kind of career I am looking for; I want a career in sound engineering but one where I can be more creative. EBCE helped a lot and made me realize a TV station is not for me," said Mark Eichert after one of his career explorations.

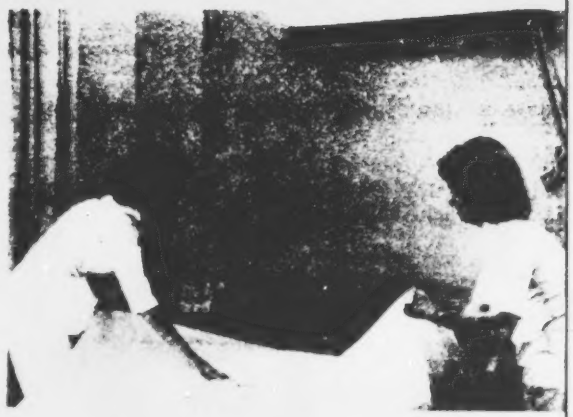
Other students, such as Ruth Godfrey, Dawn Corirossi and Michelle Birsinger, after completing their initial exploration in nursing service at St. Luke's Hospital West, have decided that nursing *is* the career they want to pursue in college.

"Nursing is a lot different than I thought, not disappointing, but different. It has given me a better idea of what I'll be doing as a nurse. I have learned a lot more from the exploration than I could have from reading books," said Ruth Godfrey. While at the hospital later this semester, they will explore various areas of nursing and other opportunities in the health field.

However, EBCE is a lot more than just exploring job sites. It also includes development of basic, academic and life skills. For example, Debbie Moore is completing a project in the application of music therapy with mentally retarded children. Debbie will research music therapy theory, interview a practicing therapist, plan a lesson using her music and drama skills, and have her lesson video-taped and critiqued by her EBCE learning manager.

The life skills also include a set of competencies skills identified by the local community as necessary for daily living. These include a knowledge of checking accounts, insurance, budgeting, auto maintenance, health, fire and police emergencies, etc.

Next year the EBCE program will be expanded to enroll 90 students. Questions regarding the EBCE program may be directed to the director of federal programs in Parkway, Dr. James Garrison, or the district-wide career education coordinator Maurice Geisler, both at 434-8412; or to Mr. Sparks at the EBCE office, 434-6801.



Dawn Corirossi, left, senior at Central Senior, practices making a hospital bed with registered nurse Ronda Howie. Dawn works at St. Luke's West through her enrollment in the EBCE program.

Private Lee Barton of the Chesterfield Fire Protection District explains the function of the pump panel to Greg Groesch, a senior at North Senior. Greg works at the fire station through his enrollment in the EBCE program.

APPENDIX B

Vita Sheets

CANDICE A. BRITTAN

BACKGROUND:

Ms. Brittan obtained a Bachelor of Arts degree from Coe College, Cedar Rapids, Iowa in May, 1975.

SPECIFIC AREAS OF TRAINING INCLUDE

Psychology
History
Sociology
Secondary Education

Ms. Brittan has had work experience in the following areas:

Substitute Teacher, Parkway West Senior High School

Instructional Aide, Parkway West Senior High School

Secretary, Parkway West Senior High School

Librarian, St. Louis County Library

College Departmental Assistant, Coe College, Cedar Rapids, Iowa

Teacher's Aide, Clayton Woods Elementary School, Parkway School Dist.

Assistant Cook, Chesterfield Manor Nursing Home, Chesterfield, MO

Swimming Instructor, Y.M.C.A.

JOHN TIMOTHY GANNON

EDUCATION: Bachelor of Arts, University of Missouri, Political Science.
Missouri Certification: Social Studies, Grades 7-12

SPECIFIC AREAS OF TRAINING:
Government
History
Sociology
Psychology
Education

BACKGROUND JOB EXPERIENCE:

Boy Scout Counselor-- (Summer, 1964) Camp Irondale. Duties included swimming instruction, life-saving instruction.

Life Guard-- (1965-1967) Bellerive Country Club. Duties also included swimming instruction, and swim team coach.

Clothing Salesman--(1967-1970) Herman's Toggery. Part-time job included the tasks of stocking, buying, selling in a small men's store.

General Construction--(1970) Scally Waterproofing Company. Job included roofing, concrete work, waterproofing, and other construction-related work.

Planner--(1974) St. Louis County Department of Planning. Studied housing trends in St. Louis Metropolitan Area for the Division of Advance Planning.

Public Relations--(1971-1976) Maplewood-Richmond Heights School District. Various positions included here, including general maintenance of buildings and grounds, teaching, and public relations.

U. S. Army--(1971-1973) Intelligence Specialist for an Air Defense Artillery unit. Received Army Commendation Medal for Meritorious Service.

REPORTS: "Housing Conditions, Needs, and Programs in St. Louis County," March, 1975. Prepared for the St. Louis County Planning Commission.

"Housing Needs of Residents of the St. Louis Metropolitan Area," May, 1975. Prepared for the St. Louis County Planning Commission.

GREGORY R. JENDUSA

Mr. Jendusa holds a bachelor of arts in Russian Studies form the University of Missouri - Columbia, a master of arts degree in history from the University of Missouri - St. Louis, and a master of education degree in behavorial studies from the University of Missouri - St. Louis. He has also completed one-half of a master of social work degree from the University of Missouri - Columbia.

SPECIFIC AREAS OF TRAINING INCLUDE:

History
Government
Sociology
Psychology
Russian language and culture
social work
counseling

Mr. Jendusa has work experience in the following areas:

Graduate Teaching Assistance - History - University of Missouri - St. Louis
Substitute teacher, secondary social studies and Russian language-
Parkway School District
Career Education Advisor - University of Missouri, - St. Louis
Psychiatric Attendant-Adolescents - St. Vincent Hospital
Adult Psychiatric Worker - Jewish Hospital of St. Louis
Academic Advisor - University of Missouri - St. Louis

ADELE R. NIBLACK

Mrs. Niblack holds a bachelor of arts degree from the University of Miami (Fla.) and a master of science degree from Boston University.(1969)

SPECIFIC AREAS OF TRAINING INCLUDE:

Journalism
Public Relations
Broadcasting
Sociology
French
Russian
College Administration

Mrs. Niblack has a wide variety of work experience including:

Newspaper editor - suburban St. Louis newspapers

Writer-Reporter - suburban St. Louis newspapers

Photographer - suburban St. Louis newspapers

Retail merchandising - Gimbel Brothers; Stix Baer & Fuller

College Student Personnel Services - University of Alabama

Secretary - University of Missouri

Cashier - U. S. Navy

Professional actress - in New York for major television and radio networks, and on Broadway, 1950-1962.

Graduate assistant instructor - Boston University

Residence Hall director - Boston University

JACKIE MILLER

Mrs. Miller received a Bachelor of Arts degree from Philander Smith College, Little Rock, Arkansas in 1966. She has done additional work at Memphis State University in Memphis, Tennessee, 1974 & 1975.

SPECIFIC AREAS OF TRAINING INCLUDE:

Business
Secondary Education

Mrs. Miller has had work experience in the following areas:

Clerk Typist - general typing and filing of student records.

Assistant Secretary - Testing and evaluation for new employees, scheduling interviews.

Secretary - Accepting applications, scheduling physicals, tests and interviews.

Sales Clerk - general sales work in ladies wear.

Business Teacher - Setting up and teaching special business courses in industry to upgrade employees.

Math Teacher - Teaching 7th and 8th grade math in junior high.

TED N. OKEY

Mr. Okey holds a bachelor of arts degree from California State College Fullerton, (1971) received certification in secondary education from the University of Missouri St. Louis, and a masters of education degree from UMSL (1976).

SPECIFIC AREAS OF TRAINING INCLUDE:

English
Comparative Literature
Core Curriculum
Guidance and Counseling

Mr. Okey has worked in various occuaptions including:

Restaurant services and management

Customer Service Agent - local St. Louis industry

Math Lab Director - Parkway School District

Teacher Coach, Intramural Director - Parkway School District

Counselor - Parkway School District

MARLA A. RILEY

Ms. Riley holds an associate of arts degree from Columbia College, formarly Christian College) 1969; a bachelor of science degree from the University of Missouri (1972); and a master of education degree from the University of Missouri (1977).

SPECIFIC AREAS OF TRAINING INCLUDE:

Elementary/Secondary Counseling
College/Agency Counseling
Elementary School Teaching
English

Ms. Riley's working experiences include the following:

School Teacher, 4th grade, Kingdom City, Missouri

School Teacher, 7th/8th grades departmentalized, Kingdom City, Missouri

Departmental Secretary, University of Missouri College of Business and Public Administration

Legal Secretary, Boston, Massachusetts

Secretary/Receptionist with consulting structural engineers, Boston, Massachusetts

Student Assistant, Columbia (Christian) College

Student Assistant, University of Missouri

WILLIAM C. SPARKS

William C. Sparks is the Project Coordinator of the Parkway Experience-Based Career Education project.

He received his Bachelor degree from Georgetown College (1960), Masters degree in guidance and counseling at University of Missouri - St. Louis(1971), and Specialist degree in guidance and counseling at Southern Illinois University (1976).

Mr. Sparks has held the following jobs:

Counselor, Parkway West Senior High School (1973-76)

Counselor, Paducah Tilghman High School, Paducah, Kentucky (1971-73)

Teacher, 7th grade core program (English, Social Studies) Kirkwood, Mo. (1968-71)

Salesman, B.F. Goodrich Co., St. Louis, Missouri (1968)

Management Trainee, B.F. Goodrich Co., Akron, Ohio (1967-68)

Air Traffic Control Officer, United States Air Force (1962-67)

Teacher - Hodgenville, Kentucky (1960-62)

Part-time and summer jobs include national park ranger, crop surveyor, grocery clerk, library clerk, farm hand, and custodian.

Other Activities

Member, Missouri State Advisor Committee on Career Education

Consultant and writer, Missouri Career Education Delivery Systems project

Speaker, regional career education workshops, sponsored by Missouri State Department of Education

Developed, Parkway Career Planning System project

Member, American Personnel and Guidance Association

APPENDIX C

EBCE Job Sites

EBCE Community Job Sites as of November 15, 1977

BUSINESS AND OFFICE OCCUPATIONS

Boatmen's Bank of West County
Chesterfield Bank
Comprehensive Accounting Services
County Bank of Chesterfield
First Missouri Bank and Trust Co.
Kellwood Company
Parkway Administration Office

COMMUNICATIONS AND MEDIA

Color Art
Sam Taylor Photography Lab
KSD Television
KTVI Television
Press Journal Newspaper
Rosewood Printing Co.
Spectrum Color Labs
Nor Deyne Studio

CONSTRUCTION

Ken Duenke Construction
Gale Hill & Associates, Architects
Metro Paving Co.
Louis Saur & Associates, Architects

FINE ARTS AND HUMANITIES

St. Louis Museum of Science
and Natural History
St. Louis Art Museum

HEALTH

Clayton-on-the-Geen Nursing Center
Ellisville Veterinary Clinic
Equine Medical Associates
Heritage Veterinary Associates
St. Louis Eye Clinic
St. Luke's Hospital West
Willowbrook Pharmacy
Dr. Donald Walter, Optometrist
Dr. Philip Messina, DDS
Dr. Hillard Ullman, DDS

HOME ECONOMICS

Laclede Gas Company

HOSPITALITY AND RECREATION

Breckenridge Hotels
Den-Mark Travel Service
Maritz, Inc.
Manchester Travel Service
Marriott Hotels
Queeny Park
West County YMCA
Babler Park
St. Louis County Department of
Parks and Recreation

MANUFACTURING

John Fabick Tractor Co.
Mallinckrodt Chemical Works
Western Electric
Schwerman Trucking Co.

MARINE SCIENCE

St. Louis Ship

MARKETING AND DISTRIBUTION

Books, Etc.
Barrett's Flowers
A.B. Dick
Peaches Records
Famous Barr
Plants & Things
Atkinson and Associates, Advertising
Forest Park Lumber & Supply
Monsanto
Record Nook
Pass Pets Unlimited
Mansfield Nursery
Ambo Brothers Nursery

NATURAL RESOURCES & ENVIRONMENT

Missouri Botanical Garden
Busch Wildlife Area
Missouri Conservation Department

PERSONAL SERVICES

St. Louis Zoological Garden

PUBLIC SERVICE

Ballwin Police Department
Ballwin Fire Protection District
Chesterfield Fire Protection District
Creve Coeur Fire Protection District
Creve Coeur Police Department
Manchester Police Department
Manchester Fire Protection District
St. Louis County Police Department
Jewish Family & Children's Service
St. Louis County Juvenile Court and
Detention Center
St. Louis County Department of Probation
and Parole
St. Louis County Library
William H. Wyne, attorney
Richard K. Mersman, attorney
Maniscalco, Clancy, Pittman & Bagot,
Attorneys
Missouri Division of Employment Security
Washington University, Division of
Biology and Biomedical Sciences
Rockwoods Reservation
Kinder Care
Good Shepherd School
St. Louis County Special School District
La Petite Academy
Parkway Schools:
River Bend Elementary
Manchester Elementary
East Junior High

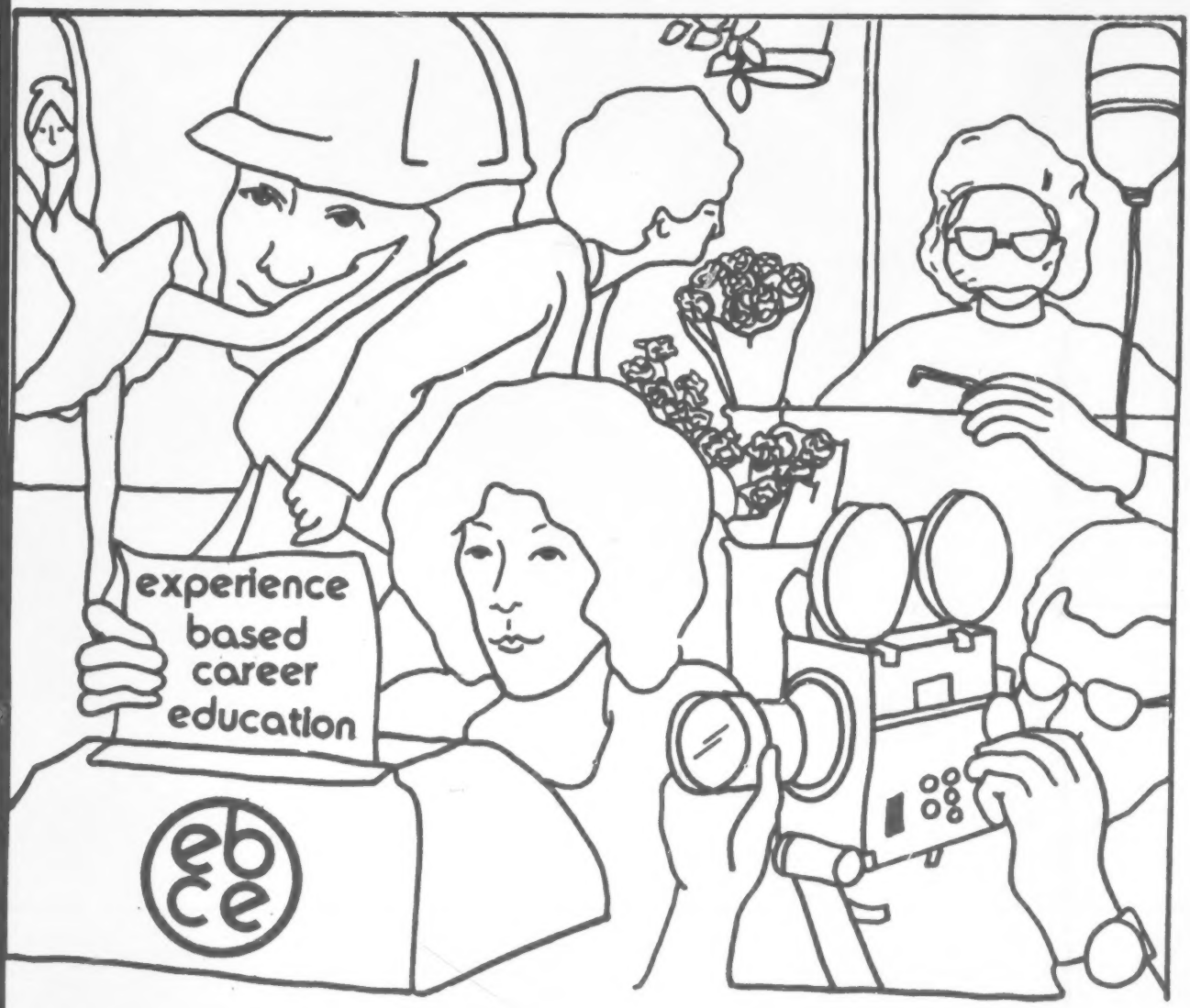
Easter Seal Society
Jewish Community Centers Association

TRANSPORTATION

Don's Auto Repair
Spirit of St. Louis Airport
Thunderbird Aviation
Amtrak
Archway Motors Ltd.
Schwerman Trucking

APPENDIX D

Career Exploration Guide



CAREER EXPLORATION GUIDE

STUDENT'S NAME _____

COMMUNITY SITE _____

ADDRESS _____ PHONE _____

COMMUNITY INSTRUCTOR _____

STARTING DATE _____ COMPLETION DATE _____

CAREER EXPLORATION GUIDE

Company or agency: _____

Community Instructor: _____

Address: _____

What type of job are you about to explore? _____

_____

LOOK AT JOB SITE REQUIREMENTS

Physical Requirements

Here are some examples of physical requirements that might be particularly necessary for certain jobs:

- Special height
- Special weight
- Adequate vision
- Ability to distinguish colors
- Physical strength
- Ability to stoop long periods
- Ability to sit long periods
- Driving ability
- Special voice qualities
- Special appearance
- Ability to stand long periods
- Ability to lift weights over 50 lbs.

Look at the job you are exploring, list the physical requirements for it, and say whether you have them or not. There may be others not listed above.

Physical Requirement	I Have It	I Don't Have It

Emotional, psychological or temperament demands of the job

Many jobs require much patience, stamina and cool temperament under stressful or rushed situations. Identify the kinds of psychological requirements of this job and whether you have them or could learn them.

Psychological Requirement	I Have It	I Don't Have It

Training and Experience

What are the educational and/or special training requirements of this job?

What kinds and lengths of experience are required by this job?

DESCRIBE THE COMPANY OR AGENCY WHERE YOUR JOB SITE IS

Does it provide a service for customers or the public? Yes No

Does it manufacture a product? Yes No

Does it sell a product or products? Yes No

Describe the service or product:

What kinds of equipment and tools are used on this job?

What are some activities, work tasks and responsibilities typical of this job?

EXAMINE YOUR JOB INTERESTS AND APTITUDES

One way to match or mismatch yourself with a job is to compare the job with things you enjoy doing, are capable of doing, or would like to learn. In the following activities, analyze the skills and tasks required by the job you are exploring and compare them with your own preferences and abilities.

	Give an example from job site	Would you like to do this?	Can you do this?
WORKING WITH THINGS			
Precision work			
Operating equipment			
Handling materials			
WORKING WITH INFORMATION			
Interpreting facts			
Organizing and using information			
Copying, sorting and putting things together			
Working with numbers or words			
WORKING WITH PEOPLE			
Counseling			
Discussing and bargaining			
Supervising			
Selling			
Teaching			

SKILLS FOR THE JOB

What do you consider to be the skills and aptitudes most necessary to performance of this job?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

List the skills and aptitudes you think you would have to learn in order to do this job, and suggest ways you think they could be learned (for example, on the job, college courses, company training programs,etc.)

SKILLS	Ways you could learn them
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

What interests and aptitudes do you have that might not be exercised in performing this job?	Do you think you could satisfy these things outside the job?
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

COMMUNICATIONS SKILLS REQUIRED BY THIS JOB

Identify at least three communications (verbal or written) skills or tasks used on this job. If possible, perform them and have your community/instructor certify you.

1. _____

_____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Can't do

2. _____

_____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Can't do

3. _____

_____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Can't do

_____ _____

Community/instructor Date

MATHEMATICS SKILLS REQUIRED BY THIS JOB

Identify at least three math skills or tasks used on this job. If possible, perform them and have your employer/instructor certify you.

1. _____

_____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Can't do

2. _____

_____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Can't do

3. _____

_____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Can't do

_____ _____

Community/Instructor Date

THINK ABOUT VALUES OR PRINCIPLES

BEFORE EXPLORING THE JOB, look at the values and principles below. Check those that are important to you and add others if you wish. Think about whether they might conflict with requirements of a job or might make a job especially desirable.

PERSONAL VALUES	SOCIAL VALUES	WORK VALUES
☐ independence	☐ human rights	☐ job security
☐ surroundings	☐ group rights	☐ wages and benefits
☐ loyalty	☐ equal opportunities	☐ competition
☐ self-satisfaction	☐ environment issues	☐ advancement
☐ leadership	☐ teamwork	☐ status
☐ appearance/grooming	☐ _____	☐ _____
☐ _____	☐ _____	☐ _____

AFTER EXPLORING THE JOB, think again about personal, social and work values and answer the following questions.

PERSONAL VALUES: Does your community instructor work alone or with many people?

_____

Does your community instructor work for one supervisor or many people?

_____

Describe the work area (surroundings) in terms of comfort, safety, convenience, general conditions:

_____

_____

_____

What are the rules for appearance? _____

_____

Describe opportunities to show independence and leadership: _____

_____

SOCIAL VALUES: Can workers of either sex work in this job? (If not, why not?)

_____

Is there a procedure for workers to influence decision making? If so, describe.

_____

Give an example of this company or agency's concern for protecting the environment. (i.e. energy conservation, pollution control) _____

_____

Is teamwork important on this job? _____ How do you see it working at this job site? _____

_____

WORK VALUES:

What is the range of salary paid a beginning worker in the job you explored? ____

_____

Is there a union or bargaining group to represent workers? _____ If yes, what is the group? _____ Describe the requirements to become a member of that group or union: _____

_____

Is there a group insurance plan here? _____ Does the employer or the employee pay for the insurance? _____

What are the opportunities for promotion? _____

_____

What is the salary potential after 5 years? _____

Does this company provide in-service training for employees? _____

If yes, describe the training: _____

Does the company promote only from within the organization or does it bring in personnel from other companies for supervisory positions? _____

_____

Community Instructor Interview

Your community instructor can be an excellent source of information as you explore career areas. Following are some suggested interview questions and topics.

As you interview your community instructor, you may think of additional questions which will increase your awareness of this job. Don't be limited by the space on these pages. Use additional paper. Or you may want to use a tape recorder for the entire enterview.

WORKING CONDITIONS:

What hours do you work? _____

What are the fringe benefits? _____

_____

What do you do during a typical day? _____

_____

_____

_____

Is there variety in the work tasks? _____

_____

How did you get started in this job? _____

_____

_____

_____

What was your previous experience? _____

_____

_____

What special training, schooling, or experience do <u>you</u> recommend to enter this career?

_____

_____

_____

Are there any specific qualifications: legal, (i.e. age limit, need to be bonded, residency), physical, psychological?

What are the opportunities for advancement?

How long have you been on this job?

How long have you been with the company?

What previous jobs have you held?

What do you like and dislike about your job?

How do the products and services this company offers relate to community needs and to consumer economy?

Organizational Structure: If possible describe the company's management patterns.

_____

_____

_____

Where and how are decisions made and communicated to employees? _____

_____

_____

_____

COMMENTS AND EVALUATIONS

STUDENT: Write one or two statements about this job site summing up your reaction to it, particularly how it matches up with your career expectations.

Signature Date

COMMUNITY/INSTRUCTOR: Describe briefly your reactions to this exploration and your evaluation of the student's performance.

_____ has completed this Exploration Guide to my satisfaction.

Signature Date

SCHOOL STAFF: Write your evaluation of this exploration and how it has affected the student's career awareness and planning.

Signature Date

APPENDIX E

Final Evaluation
Report

PARKWAY EBCE PROGRAM

FINAL EVALUATION REPORT

Evaluative Research Associates, Inc.

October, 1977

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PROGRAM OVERVIEW

PROGRAM RATIONALE

The Parkway Experience–Based Career Education program (EBCE) is funded as an Exemplary Project in Vocational Education, conducted under Part D of Public Law 90—576 of the U. S. Office of Education, intended to offer a one year* alternative educational experience for selected grade 11 and 12 students. Parkway EBCE is concerned with the integration of basic skills, academic pursuits and career exploration into students' personal goals and educational needs. The overall program goals of Parkway EBCE, as developed by the Northwest Regional Laboratory from which it is modelled, are

- to provide a comprehensive educational program that can exist alongside traditional high school curricula and serve as an alternative students may choose to meet their particular learning goals.
- to develop individualized learning techniques that take into account each student's unique learning rate and style as well as individual interests, needs and abilities.
- to expose each student to many opportunities for examining and learning more about career alternatives and the issues and problems related to finding satisfying employment.
- to capitalize on the possibilities of experiential "learning by doing" activities as a way of instilling greater relevancy and personalization into the educational process.
- to actively utilize community people and resources to better respond to both program and individual student needs and goals.
- to encourage students to increase both their career and lifestyle decision making skills through intensive participation in the planning of their individual learning.
- to focus on the underlying processes and skills necessary for students to manage and direct their own learning throughout their lives.

EBCE CURRICULUM COMPONENTS

The EBCE project consists of three broad curriculum components: Life Skills, Basic Skills and Career Development. The content of an individual student's learning activities is planned around these components.

Life Skills

The Life Skills curriculum component refers to the development of attitudes, information and techniques necessary for survival in life as a satisfied, contributing member of society. Six areas of the Life Skills component have been defined.

*For FY77, one-half year.

Critical Thinking: Ability to gather, analyze and interpret information and seek solutions to problems.

Science: Ability to apply scientific procedures and methods, particularly in the analysis of technology's impact on natural environments and cultural values.

Personal—Social Development: Ability to understand and accept responsibility for self, personal behavior and effects of actions and attitudes on others.

Functional Citizenship: Ability to apply democratic processes in interpersonal actions and in the private sector as well as in local, state, and federal government.

Creative Development: Ability to apply creative processes to blend new and existing materials, ideas or concepts into unique forms or experiences.

Competencies: Ability to perform survival tasks necessary to economic planning, legal/political, health/safety, property maintenance, recreational and occupational aspects of modern life.

Basic Skills

The Basic Skills component focuses on reading, mathematical and language arts (communication) skills essential to functioning in adulthood. The development of Basic Skills was to occur primarily through learning activities and tasks found in the Career Development and Life Skills components. Four program outcome goals have been defined for this curriculum component.

Fundamental basic skills: Proficiency in reading, writing, oral communication and mathematics.

Applied basic skills: Ability to perform applied skill tasks related to careers of interest and identified on employer sites.

Lifetime basic skill development: Understanding of how Basic Skill needs vary as careers vary and how to adjust to meet skill levels required by careers of interest.

Everyday basic skill application: Willingness to apply Basic Skills to work tasks and to everyday problems.

Career Development

The Career Development component serves in the identification and assessment of career interests and skills. Learning of these skills is expected to occur through experiential learning at employer sites and with people and places in the community. Four program outcome goals have been identified.

Identifying Career Interests: Ability to apply knowledge of personal aptitudes, interests and abilities to potential career interests.

Understanding Work: Understanding of social, governmental and economic issues and trends in the world of work.

Employability Skills: Demonstration of dependability and general skills in job finding, job application and on-the-job negotiations necessary in daily work interactions.

Career Knowledge: Knowledge of financial and psychological inducements, preparation needs and available preparation programs in potential careers.

THE LEARNING CENTER

The learning center has been established to serve as a home base for student learning experiences. During the first project year, it was located in the Parkway Centeral Senior High School building. The learning center contained the six-member project staff: the Project Coordinator, two Learning Managers, one Learning Resource Specialist and two Employer Relations Specialists. Students used the Center to negotiate and complete the various phases of their learning plan. Curriculum materials, equipment and various resource files were provided in the center.

THE LEARNING PLAN

Each student negotiated a learning plan to help organize his/her learning processes. A major purpose of the procedures has been to encourage students to become responsible to themselves and to develop relevant life career goals. Individual learning plans consist of four basic parts: assessment, prescription, evaluation and integration.

PROGRAM PROCESSES

As noted previously, the Parkway EBCE Project began operation in the Fall of 1976, with the first students accepted for the second semester. The first three months of the project were spent in recruiting staff, organizing the program and soliciting students. During early fall, a staff training session was conducted by NWREL personnel.

The Employer Relations Specialists (ERS) were charged with the task of locating potential job sites. This task was initiated during the early months of the project and has been a continuous process.

During the fall of 1976, the EBCE staff were provided training by NWREL personnel. The basic program elements were developed and the first students recruited during this period.

Student recruitment was done within each high school and a local parochial school. Sixty-eight applied for the program. All 68 applicants were accepted for the second semester of FY77. Each student was notified of acceptance by letter and a follow-up personal phone call.

During the first week of the semester, students were oriented to the Learning Center and the EBCE program. Much of this time was spent in small groups of about 10 students. Instruction consisted of

- Job site expectations
- EBCE orientation Guide
- Field trips for some students
- Administration of the Self-Directed Search (SDS) to some students

Students were started on career exploration activities during the second week. Work started during this time with the Learning Manager on the Projects and Competencies. Sudents were assigned to a Learning Manager for topic instruction and an Employer Relations Specialist (ERS) according to the job site to be explored. Each of the ERS' maintained relations with the employers that he/she identified.

The typical job site exploration consisted of about 15 hours over a two week period. The experience often was two or three days per week for 10-20 hours each week. The typical experience provided a general orientation to the job site and then allowed tne student to observe or perform work tasks, and/or to ask questions of employees. Work tasks could be real or stimulated. The parameters of an experience were usually established in an agreement between the employer and the ERS. The ERS was expected to maintain contact with the employer while the student was on-site and then to engage in a student follow-up after completing the experience. The student was responsible for completing the Exploration Guide and turning it into the ERS. Completion of the Guide to ERS satisfaction was a requirement for receiving credit for the experience. The ERS personnel recruited over 100 job sites in all 15 USOE Career Clusters.

The initial employer contact was usually by phone, but was occasionally by letter, referral or personal visit. The ERS usually explained the EBCE program to the potential employer-participator. A follow-up meeting was typically held between the ERS and employer. The purpose of the meeting was to discuss EBCE materials and expectations.

For this first year, no systematic method was implemented to handle employer information (name, phone number, and speciality). For the most part, it was either personally remembered by the ERS or placed on a Rolodex file.

This first year seemed to be primarily a learning experience for all persons involved in the project. Difficulties such as • lack of information on basic skills achievement • absence of criteria for judging student performance • lack of agreement among staff on "best" procedures to follow • lack of adequate transportation for students • and variable student enrollment time arose during the year.

In this same manner, the Learning Managers and others worked with the students on Competencies and Life Skills. Little was done the first year on Basic Skills.

EBCE STUDENTS

Recruiting for the EBCE program was done during the fall of 1976 at the four Parkway senior high schools and one parochial school. The response was somewhat less than had been hoped in that only 68 students responded. All applicants were accepted for the second semester of the 1976—1977 project year.

The EBCE students were from all five of the high schools and were about equally divided between grades 11 and 12. The demographic breakdown follows.

- Parkway North — 29
- Parkway West — 7
- Parkway South — 5
- Parkway Central — 20
- Parochial School — 2

- Grade 11 — 24
- Grade 12 — 39
- Male — 25
- Female — 38

During the semester, 7 students dropped the program for a final total of 63.

OBJECTIVES

Evaluative Research Associates (ERA) was awarded the project evaluation contract in April 1977. Thus, data collection for the first year was *ex-post facto*, with no pre-testing. Within this constraint, ERA obtained data on each of the specified objectives. ERA's evaluative conclusion for each objective through FY77 (October 25), follows:

OBJECTIVE 1

Met ✱
Partially Met ☐
Not Met ☐

Provide an alternative to the established curriculum offering at the existing senior high schools that either fulfills or supplements requirements for graduation.

Satisfactory completion of this objective called for the EBCE team to:

- *Provide a wide variety of work experience options for students enrolled in the program*
- *Identify individual needs of students and aid students in the selection of job-sites*

OBJECTIVE 2

Met ✱
Partially Met ☐
Not Met ☐

To assure that the alternative program is comprehensive, each participating student will have the opportunity for at least three non-paid EBCE experiences during the school year at more than one community site.

Satisfactory completion of this objective called for the EBCE team to:

- *Design a wide variety of non-paid work experiences for students involved in the program*
- *Develop materials pertaining to the job types represented by the work experiences*
- *Design a student evaluation form for each work experience*

OBJECTIVE 3

Met ☐
Partially Met ✱
Not Met ☐

Structure work place activity to yield academic skills as well as occupational skills.

Satisfactory completion of this objective called for the EBCE team to:

- *Identify academic skills that correlate to the occupational skills*
- *Devise a method of recording student perceptions as to the work site activities observed or performed and the academic skills utilized on the site*

OBJECTIVE 4

Met ✱
Partially Met ☐
Not Met ☐

Organize learning site experience to provide career knowledge and interpersonal skills.

Satisfactory completion of this objective called for the EBCE team to:

- *Prepare a student guide for each learning site*
- *Insure that each site provided for interaction between EBCE students and "fellow" workers*

OBJECTIVE 5

Met ☐
Partially Met ✱
Not Met ☐

Two months prior to graduation, all participating students will have the opportunity for educational/occupational counseling assistance with plans for future placement. Placements may include:

A. Higher Education
B. Technical Training
C. Job Placement
D. Community Service

Satisfactory completion of this objective called for the EBCE team to:

- *Develop linkages between the school district and placement personnel throughout the St. Louis area, particularly the Missouri Employment Service and the St. Louis Educational Opportunity Centers Project*

OBJECTIVE 6

Met ■
Partially Met □
Not Met □

Organize learning plans that meet each individual student participant's combination of interests, needs and abilities.

Satisfactory completion of this objective called for the EBCE team to:

- *Assess individual students' basic skills,abilities and career interests*
- *Obtain transcript data and summarize preliminary assessments for each student*
- *Develop basic skills student profiles early in the year*

OBJECTIVE 7

Met ■
Partially Met □
Not Met □

Involve each individual student at a decision-making level in the development of his or her own learning plan.

Satisfactory completion of this objective called for the EBCE team to:

- *Devise a Learning Plan Negotiation process*
- *Meet with individual students to discuss a Learning Plan*

OBJECTIVE 8

Met ■
Partially Met □
Not Met □

Students participating in the program will attain basic skills in the areas of reading, writing, oral communication and mathematics which are not inferior to such skills attained by non-participating students.

Satisfactory completion of this objective called for the EBCE team to:

- *Test each student in the basic skills area*
- *Provide tutorial services for those students inadequate in certain skills*
- *Use basic skills in the student activity log and at each learning site*

OBJECTIVE 9

Met ✱
Partially Met ☐
Not Met ☐

Students participating in the program will show ability to apply basic skills to work tasks and to everyday problems that are greater than that shown by non-participating students.

Satisfactory completion of this objective called for the EBCE team to:

- *Insure that learning sites require the use of basic skills*
- *Provide seminar discussions at the Center which allow students to apply basic skills to everyday problems*
- *Insure that the Competencies rely on basic skills knowledge*

OBJECTIVE 10

Met ✱
Partially Met ☐
Not Met ☐

Before completion of their individual learning program, students participating in the program will have demonstrated survival competencies necessary to economic planning, legal/political functions, health/safety functions, property maintenance, recreational and occupational activities as experienced in normal life.

Satisfactory completion of the objective called for the EBCE team to:

- *Identify specific competencies for survival skills cooperatively with the Steering Committee*
- *Identify individuals to act as Competency certifiers*
- *Design learning packets for each Competency to be completed by each student*

EVALUATIVE SUMMARY

Overall, ERA would note that the first year of the Parkway EBCE program was highly successful. This is not to imply that it was problem free; rather, it means that in ERA's view, the quantity and level of problems encountered were within normal first year expectations.

The major problem areas seemed to be as follows

- **Transportation:** It was assumed in the initial project design that most students would be able to provide their own transportation. This was not to be the case. It became ap-

parent early that transporting students to and from their "home" schools and to and from job sites was problematic. A van was purchased to help alleviate the problem. As the program expands, alternate methods for providing adequate transportation may need to be sought.

- **Variable Scheduling:** Students were initially allowed to enroll in the program for from one to six hours. It became apparent early that this differentiated enrollment was impossible to manage and still provide quality experiences. For FY78, students are being allowed to enroll part-time for four hours and full-time for six hours. The four hour students attend only morning sessions. This latter enrollment process of allowing only four and six hour scheduling seems to have alleviated the initial problem.

- **Basic Skills:** Little was done during the first year to address the basic skills component of the program. Data collected by ERA suggested that the EBCE students had mastered more basic skills than Parkway students in general. The relation between this achievement level and EBCE first semester implementation is questionable. For the second year, program changes have been implemented with a seemingly strong basic skills emphasis. Among other changes, early fall testing was completed using the CAT (California Testing Corporation) and EBCE – CRT (Evaluative Research Associates) for student diagnostics.

- **Data Maintenance:** During the initial year data were maintained in a variety of ways by different persons. This seemed to aide in some of the confusion of process notedduring the late spring. During the summer months project staff revised several of the forms and student work sheets. Moreover, the Parkway EBCE optional-scan student record form was developed to aid in data processing. It seems that the data maintenance system has greatly improved for FY78. Nevertheless, there are still areas in which changes will have to be made as the project develops and more students enroll. Standardized procedures will need to be developed for most processes in which more staff members are involved.

- **Project Philosophy:** It seemed to ERA that there was a diverse set of opinions among staff as to pertinent procedures, EBCE goals, educational strategies and the like during the first year. This led to frustration among some staff and seemed to be dysfunctional to the implementation of the project. Much of this difficulty seemed to be worked out during the summer months as program refinements were made and job tasks and responsibilities divided among staff. Some issues still need to be resolved, such as how to deal with students that do not seem to be adjusting to the program requirements.

2

EVALUATION ACTIVITIES

The evaluation of the EBCE project has centered around four basic activity components

- Criterion-Referenced Testing
- Optical Scan Record Keeping Form
- Interviews and Surveys
- Documentation of Program Activities

Each of the evaluation activities correspond to different program objectives. The results of the evaluation activities are presented in the following section.

- Criterion-Referenced Testing

  A criterion-referenced test (CRT) compares student test results to a specified ideal in learning. When designing the test, a mastery criterion is defined; that is, for a student to have learned something, she/he must be able to master certain defined skills and activities.

  Developed cooperatively between ERA/EBCE staff, the EBCE CRT included basic skills, career knowledge skills and life skills (related to EBCE Life Skills and Competencies). Objectives and test items were developed jointly between ERA and EBCE staff members. The test was initially given to all EBCE students and a corresponding control group in May, 1977. It was administered in two testing sessions. One session dealt with those items concerned with career knowledge skills; the remaining session combined the basic and life skills items.

  The normal curve approximation (z) was used to test the significance of the differences between the percentages of EBCE and control students demonstrating mastery. A $p < .05$ criterion level was used to determine significant differences. Results of the CRT indicated that EBCE students attained a significantly higher level of mastery than did the control students in the majority of objectives. This phenomenon occurred across all three areas of skill objectives (that is, career knowledge skills, basic skills and life skills). A higher mastery level by EBCE students was especially noted in the basic skills area, where 73% of the objectives proved to be mastered by a significantly higher number of EBCE students, and the life skills area, where 69% of the objectives were significant. For the career knowledge skills, 50% of the objectives were mastered by a significantly higher number of EBCE students.

  Table 2.1 presents the results of the EBCE test. The results would seem to suggest that the EBCE program might have produced a positive effect on the knowledge level of those students involved in the program. The EBCE students generally performed better on the test than did the control students, which may be attributable to their involvement in EBCE.

TABLE 2.1. RESULTS ON EBCE CRT
FOR EBCE[1] VS. CONTROL[2] STUDENTS

	Objective Area	Percent Mastery EBCE	Control	z
Basic Skills	Grammar/Punctuation	57.38	32.00	5.6205**
	Parts of Speech	48.28	45.83	.5419
	Resources	65.00	48.00	3.8118**
	Directions	81.97	56.00	6.6692**
	Reading	54.10	36.00	3.9580**
	Writing	37.71	28.00	2.2039*
	Addition	86.89	63.64	6.7207**
	Subtraction	70.49	56.52	3.2526**
	Multiplication	72.41	63.64	2.1421*
	Division	42.37	56.52	-3.1633**
	Complex/Word Problems	52.63	59.09	-1.4621
	Units of Measure	77.05	69.57	1.8918*
	Percents	62.30	39.13	5.2014**
	Fractions	50.82	39.13	2.5684**
	Decimals	49.18	50.00	- .1800
Life Skills	Checking Account	13.33	25.00	-3.4738**
	Time/Money Budgeting	44.26	32.00	-2.7097**
	Credit	83.36	58.33	6.5838**
	Public Programs/Agencies	54.10	39.13	3.2964**
	Fire, Police, Physical Health Emergencies	80.00	60.00	5.0637**
	Automobile Operation/Maintenance	81.36	60.00	5.5005**
	Insurance	78.69	26.09	13.7920**
	Personal Legal Rights (NOT included in FY77 semester)	27.87	8.33	4.8641**
	Critical Thinking	73.77	72.00	.3010
	Functional Citizenship	32.79	8.00	5.9281**
	Science	52.46	20.00	7.4030**
	Personal/Social Development	70.49	40.00	7.0773**
	Creative Development	18.03	36.00	-4.6768**
Career Knowledge	Individual Career Profiles	79.66	53.85	6.4731**
	EBCE Vocabulary List	0.00	0.04	0.0000
	Sex Stereotyping	64.41	53.85	3.8044**
	Racial Stereotyping	69.49	50.00	4.4573**
	Union/Non-Union Jobs	55.93	57.69	- .3853
	Union Involvement	18.64	19.23	- .1631
	Legal Responsibilities of Employment	57.63	50.00	1.6701
	Government Workers Programs	23.73	34.62	-2.6667**
	Job Seeking Procedures	45.76	26.92	4.2361**
	Complete Job Application	28.81	26.92	.4548
	Job Promotion/Maintenance	86.44	84.62	.5639
	Financial Rewards	66.10	42.31	5.3773**
	Non-Financial Rewards	72.88	53.85	4.4746**
	Work Environments	84.48	76.92	2.1469*
	Necessary Job Preparation	71.19	42.31	6.7178**
	Availability of Preparation	25.42	26.92	- .3728

* $p < .05$ [1] n = 59

** $p < .01$ [2] n = 26

Item statistics were performed on the results of the initial testing sessions. Based on these statistics, the CRT was revised and all areas combined to form one test booklet. The revised test will be used in the pre- and post-testing of future EBCE students and control groups. Student objective scores will be provided to the EBCE learning managers to be used for the purpose of student diagnostics. Consequential student learning activities and EBCE experiences will be dependent upon the results of the EBCE test.

- Optical Scan Record Keeping Form

An optical scan type record form was developed by ERA in cooperation with EBCE staff. The record form includes basic record keeping information on career exploration activities, competencies, student projects, program requirements and student background. The optical scan form records the following data

- Career Exploration Activities
  - Names of job-sites
  - Dates engaged at job-sites
  - USOE career cluster and occupational levels of work experience
  - Student evaluation of job-sites
- Competencies
  - Name of competency
  - Assignment of competency (required or suggested)
  - If completed and date completed
  - Student evaluation of competency
- Projects
  - Title of project
  - Project area
  - Staff or student initiated
  - Project design
  - If completed and date completed
  - Student evaluation of project
- Program Requirements
  - Number of required projects
  - Number of required competencies
  - Number of required explorations
  - Number of required learning levels

- Student Background
  - Student name
  - Student grade, age, and sex
  - Program entry semester and year
  - Program level (part time or full time)
  - Method of transportation
  - Student school
  - Number of days absent per school quarter
  - Learning manager name
  - Student address and phone number

The optical scan form will act as a permanent record of EBCE activities which should serve to reduce paper work to a minimum. The form has been printed for utilization in Fall, 1977.

- Interviews and Surveys
  - Student

A student interview form was constructed by ERA and administered to 26 randomly selected EBCE students and 16 randomly selected control students. The interview was given at the end of the school year and dealt with student attitudes toward different program/school aspects. The interview was composed of three basic sections:

- EBCE in general (given only to EBCE students)
- Perceptions toward the learning process
- Survival competencies skills and activities

The majority of the EBCE students viewed the EBCE program in a positive light. Most students enjoyed attending the program (58%), felt the things taught in the program were important (85%), and would recommend EBCE to others (85%). The majority of the students enrolled in EBCE for help in deciding future plans (46%) or as an alternative to the regular school (42%). The job-sites were viewed as the largest advantage of EBCE by 42% of the students; program disorganization (27%) and transportation problems (19%) were named as disadvantages.

The results of the interview also indicated that EBCE students felt more involved in planning what they learned. They met with their learning manager more often than the control students met with their teacher, and had a greater chance to revise assignments. The EBCE students viewed their involvement in the learning process in general in a more active, positive light than did the control students. (See Table 2.2).

TABLE 2.2. MEAN RATING OF STUDENTS IN RESPONSE TO ERA INTERVIEW FOR EBCE[1] AND CONTROL[2] STUDENTS

Interview Question	EBCE Students	Control Students
How involved are you with planning things you learn in class (the EBCE program)?	6.00	3.31
How satisfied are you with the amount of involvement?	4.00	3.44
How much do you feel teachers take into consideration the students' interests when planning lessons (the EBCE program)?	4.38	3.50
Do you usually know what is expected of you to complete course requirements (program requirements)?	3.96	4.38
Do you feel you have the chance to change and/or re-do assignments?	4.19	3.19
Do you meet with your teacher to discuss what you have learned after you complete an assignment?	4.12	3.00
How much of a chance have you to find out about your career and academic interests?	4.58	3.88

[1] $n = 26$

[2] $n = 16$

The interview displayed little difference as to how either group of students responded to the importance of a survival competency activity. The majority of students from both groups felt that all activities were valuable to know how to perform. Although EBCE students generally expressed a higher amount of confidence when performing the activities, most students in either group felt very confident. The EBCE program and the family were perceived by EBCE students as the place where skill learning most frequently occurred; skill learning from school and family were ranked highest by the control students. Thus, it would seem that the EBCE program has replaced the school as a learning environment for those students enrolled in the program. (See Table 2.3).

A pre-designed survey form was administered by the EBCE staff to students enrolled in the program. The evaluation form was part of the Northwest Regional Educational Laboratory materials and dealt with student perceptions of the EBCE program in general and with future plans. Fifty-four students responded to the form.

The results indicated that the prevalent future plans of 87% of the students after completing high school was that of entering into some further form of education. Attending a four-year institution was indicated as the most desirable by 60% of the students. Of these students, 37% indicated that they planned on graduating; 28% planned on attending one to two years of college; and 28% planned on completing graduate or professional training.

The majority of students indicated that they would like to be employed in a *people oriented* position. Most students (61%) felt confident that they knew the preparation involved in obtaining a desired work position after graduation; 74% were certain they would complete the required preparation. The major influences on a student's career choice involved observing and working (57%) and talking to employees (56%) at EBCE job-sites. The majority of students (85%) had the opportunity to observe or work in at least one career area in which they would like future employment.

The majority of the students felt EBCE had been most beneficial in the areas of careers and employment opportunities. The area of basic skills was felt to be influenced the least by the EBCE program. The greatest program weaknesses were seen as organizational/staffing problems (61%) and in handling the program freedom (54%). The greatest strengths of the EBCE program were learning about a variety of careers (65%) and having an alternative to the regular school program (48%).

About half of the students (52%) felt the program provided them with more chances to learn about occupations than the regular school program. Most students felt that EBCE provided the same opportunity for general learning and motivation to learn as was available in the regular high school program.

TABLE 2.3. MEAN RATING OF STUDENTS IN RESPONSE TO ERA INTERVIEW FOR EBCE[1] AND CONTROL[2] STUDENTS

Activity	Importance Level		Confidence Level	
	EBCE	Control	EBCE	Control
Open bank account	4.73	4.38	4.69	4.00
Keep check book balanced	4.73	4.81	4.23	4.25
Make up time schedule	3.38	4.13	4.15	4.00
Fire prevention	4.92	4.88	3.88	4.19
React in emergency	4.81	4.88	4.15	4.19
Basic first aid	4.85	4.88	3.96	4.31
Driver's license/permit	4.86	4.69	4.73	4.81
Problems with something bought	4.54	4.50	4.15	4.25
Figure household budget	4.81	4.31	3.81	3.69
Use credit (charges)	4.50	4.00	3.96	3.69
Social security taxes	3.58	3.56	2.27	3.13
Use of public agencies	4.62	4.19	3.69	4.06
Car maintenance	4.77	4.56	4.12	4.69
Defensive driving techniques	4.92	4.88	4.50	3.88
Constitutional rights	4.31	4.31	3.23	3.94
Stopped by police or arrested	4.42	4.25	4.31	4.13
Types of insurance plans	4.15	3.13	3.50	2.19
Life or health insurance plan	4.62	3.88	3.46	3.19
Car or property insurance plan	4.42	4.19	3.65	3.38

[1] $n = 26$

[2] $n = 16$

- Parent

Parents of students enrolled in the EBCE program were surveyed by the EBCE team using a form developed by the Northwest Regional Educational Laboratory. The survey dealt with parental perception of EBCE and their child's behavior in the program. Twenty-nine parents completed the questionnaire.

Of those parents responding, 44% said the EBCE program was better than the past school experiences of their child and 55% indicated that their child liked the program better than regular school. Fifty-seven percent of the parents felt they would want their child to participate in EBCE, if they could do it over again.

It was indicated by 86% of the parents that EBCE provided students with a greater opportunity to learn about occupations and 57% felt EBCE provided more opportunity for general learning than did the regular school program. Half of the parents (50%) viewed the EBCE program as more motivating for their child than regular school. Fifty-two percent of the parents felt the EBCE program had had a positive effect with helping their child formulate career plans. Of the 28 parents responding, 46% said their child talked with them frequently about EBCE.

All of the parents had attended two or less EBCE meetings during the school year: 7% had attended two meetings; 55% had attended one meeting; and 38% had attended none of the meetings. Half of the parents (50%) felt they had received adequate information about the program.

Several weaknesses were noted for the program by the parents

- Problems in organization and staffing (48%)
- Students unable to handle the "program freedom" (34%)
- Lack of a variety of job-sites (34%)

A number of major program strengths were also indicated by the parents

- Experience of working with adults (65%)
- Learning about "real life" situations and responsibility (62%)
- Individual treatment of students (62%)
- Opportunity to learn about a variety of career (59%)

The greatest positive student change produced by the program was a better understanding of jobs (45%). The greatest negative change perceived by the 38% of the parents was that of student disappointment with the program; 34% of the parents observed no negative changes. Over half of the parents felt their child had developed on-the-job skills (59%) and first-hand knowledge of "real work" demands (52%) through EBCE activities. The major change suggested by the parents was concerned with increasing the program organization and planning.

- Documentation of Program Activities

ERA reviewed the project activities related to the program objectives. During this review, the completion of EBCE activities was documented.

A major goal of the EBCE program is to provide students with the opportunity to examine a wide variety of work experiences. Several steps were undertaken to insure that each student engaged in this activity. A wide variety of work experiences was provided by the EBCE staff members. A total of 111 job-sites were isolated, covering most USOE occupational clusters and levels. The job-sites varied from several hours to two months in length. It is anticipated that longer job-sites will be available in the forthcoming year.

A limited amount of ability and interest assessment was performed by the EBCE team. The **Self-Directed Search** (SDS) and the **Strong-Campbell Vocational Interest Blank** (SCVIB) were completed by each student. Students were provided with a copy of the SDS to review and results of the SCVIB were provided by the learning managers or the project director. After reviewing the test results, students selected work experiences in which they would like to participate.

All students had an opportunity to participate in at least three job-site experiences. The majority of the students (78%) successfully completed the three work experiences; four students completed four job-site experiences. A few students received "no credit," "unsatisfactory," or "incomplete" ratings on their work experiences. The most desired work experience appeared to be that dealing with the Public Service cluster. Fifty-nine students attended a job-site in this area as a career exploration experience and 21 for a learning level. The second most frequently attended job-sites pertained to the Business and Office Cluster, with 32 students participating in this area as a career exploration activity and five as a learning level.

To successfully complete a job-site activity, it was necessary for the student to attend the job-site for the specified amount of time and to complete a Career Exploration Guide. These Guides contained information and instruction on learning objectives, requirements for the individual work site, description of local job-site and academic skills involved on the site. A Student Summary Sheet was included in the Career Exploration Guides. Using these sheets, the student indicated the communication and mathematic skills used during the work experience. Activity logs were also completed as part of the Exploration Guides. The logs were a written explanation of the activities related to and engaged in at a particular learning site. The Exploration Guides were reviewed and rated by the learning managers. Certification as to satisfactory completion of job-site activities by the employer and/or learning manager was recommended, but not required. After completion of a work experience, information on job-site location, dates involved at the site and an indication as to whether the

experience was successfully completed was entered on a Student Information Card and a Record of Student Performance Form.

The EBCE team had begun construction on description sheets corresponding to each possible work site. These sheets will contain the academic and occupational skills needed at a particular site. The description sheets are to be used in the Fall, 1977 semester.

As part of the career related experiences, students attended a series of 14 seminars directed by community resource individuals. The seminars introduced students to career opportunities and requirements in various career areas. The two most popular seminars were *Death and Dying*, attended by 46 students, and *Finding a Job*, attended by 38 students.

An important component of the EBCE program was the Learning Plan Negotiation process. The Negotiation process is a procedure for clarifying goals and learning plans of each student. Students were required to meet weekly with their learning manager for one-half hour sessions, although no formal records were kept. During these sessions, the student and learning manager reviewed learning goals of the student and learning activities completed. As goals were met, the learning activities were revised and further goals set.

All EBCE students were required to keep a journal of activities engaged in during the program. The journals acted as a form of written communication between a student and a learning manager. Two written pages per week were to be turned into the learning manager; in turn, the learning manager would respond, in writing, to the student. The basic skills of writing and language arts were to be used in the production of the journal, although they were not formally graded. At least 16 journals were completed by 71% of the students with 40% completing the maximum 18 journals.

Each student completed a specified number of competency learning packets, as decided during the Learning Plan Negotiation process. The required number of competencies were dependent upon the number of EBCE hours for which a student was enrolled. Sixty-four percent of the students completed the required number of competencies. After completing the activities specified by a competency, the student's work was reviewed by a certifier. The certifier was a community resource member, or in a few cases, an EBCE team member. Each certifier was trained in a particular area or had an extensive amount of knowledge in the area. The maximum number of student activities required by a competency was five; the minimum number was one student activity.

The most popular competency was entitled *Maintain a Checking Account*, with all students completing the prescribed activities. The second most popular competency was called *Provide Adequate Insurance for Yourself, Family, and Possessions*. Fifty-two students (88%) successfully completed this competency.

Completion of a specified number of life skills projects was required by the program. The number of required projects varied with the number of EBCE hours for which the student was enrolled. The projects were written in five defined areas and dealt with the application of learned skills to everyday situations. The required number of projects was completed by 64% of the students involved in EBCE. After completing a project, the student's work was reviewed by an EBCE staff member. In several cases, students completed more than one project in a particular life skills area.

The most popular life skills area was that of *Critical Thinking*. A pre-designed, introductory project was included in this area. However, 36 students (61%) completed an additional project in the area. The second most popular life skills area was that of *Creative Development*, with 31 students (53%) completing projects.

Table 2.4 presents the number of students completing activities in each life skill and competency area.

TABLE 2.4. NUMBER OF EBCE STUDENTS COMPLETING COMPETENCIES AND PROJECTS

	AREA	Number of Students	Percent of Students
COMPETENCIES	Checking Acount	59	100
	Time/Money Budgeting	37	54
	Credit	42	71
	Public Programs/Agencies	26	44
	Fire, Police, Physical Health Emergencies	38	64
	Automobile Operation/Maintenance	41	69
	Insurance	52	88
PROJECTS	Critical Thinking	36	61
	Functional Citizenship	15	25
	Science	28	47
	Personal/Social Development	27	46
	Creative Development	31	53

3

FY78 UPDATE

FACILITIES

The spring semester FY77 ended with the EBCE students sharing minimal facilities in the Parkway Central High School building. During the summer, the staff were moved to a "central area" of the school, while rennovation was in progress in the area previously occupied. They were moved a second time to their current facility in the southwestern part of the district at Manchester and Henry Roads.

The current facility is a small rennovated two-story elementary school. The building has four large rooms, two on each floor. On the main floor, one of the rooms is serving as a general office area and the other room as a learning center. Both rooms on the second floor are used as learning centers.

This current facility seems superior to the one utilized last year. The building is used only for EBCE; it allows for separation of student groups and staff by job functions, it is of a reasonable size for the size of the EBCE program. Perhaps, the only real negative aspect of the facility is its lack of central location in the district as a whole. Whether or not this will be a real drawback to the program is yet to be seen.

STUDENTS

Applications for the EBCE program were accepted from late spring through the summer. About 90 students applied for the program. Since the number of applicants was below the projected enrollment, all applicants were accepted into the program. Of those persons accepted, 69 actually enrolled and are attending the fall semester of 1977.

The enrollment figures probably reflect the greatest single problem within the EBCE program: the creating of sufficient awareness/interest among grade 11 and 12 students to maintain adequate enrollment. This concern has been addressed by the advisory committee and others. It is suggested that • *The staff as an action group address this problem during committee/staff meetings, drawing up a set of recommendations to be implemented and* • *The students (or selected students) address this problem via job explorations and competencies, including public relations activities, newspaper articles and the like.*

The EBCE students seem to represent a wide range of abilities, but with a slight positive skew. A few of the students appear to be those who could not adjust to the requirements of a regular school. A cursory look at this concern indicates that these same students are having difficulties adjusting to EBCE. One of the current, unresolved concerns of EBCE is how to best deal with the student that cannot handle the self discipline requirements inherent in EBCE.

TESTING

During early fall, 69 EBCE students and 32 control students were tested in cognitive skills utilizing the California Achievement Tests (CAT) and the EBCE–CRT developed by ERA. The skills tested were as follows

	CAT	CRT
▪ Reading Basic Skills	*	*
▪ Language Basic Skills	*	*
▪ Mathematics Basic Skills	*	*
▪ Reference Skills	*	
▪ Life Skills		*
▪ Career Knowledge		*

The CRT results are presented in Table 3.1. As can be seen, there were significant differences on only three of the 39 objectives, a result that could easily be accounted for by chance (E[Number of significant Differences] = 1.95). The criterion level for mastery was set at 68% (2 of 3 items correct). Within this criterion, most students scored at the mastery level in career knowledge skills. About half of the students scored mastery on basic skills, ranging from a low of 29% in working with fractions, percents and decimals, to a high of 94% in addition. Additionally, about half of the students demonstrated mastery on life skills objectives, ranging from a low of 3% in creative development to a high of 92% in both automobile maintenance and physical emergency skills.

After examining the pre-test data, it might be advantageous to modify the mastery criterion to 100% (3 out of 3 items correct) for the post-test comparisons.

The CAT pre-test data has not been summarized at this time.

STAFF

Several staff changes were made this past summer based upon first year experiences. These changes consisted of the following

- Learning Research Specialist positions were deleted
- Two additional Learning Manager positions were created
- Two new staff members were added

The total staff for FY78 consists of

- 1 Project Coordinator
- 4 Learning Managers
- 2 Community Site Coordinators
- 2 Secretaries
- 2 Van Drivers

TABLE 3.1. RESULTS ON EBCE PRE-TEST
FOR EBCE[1] VS. CONTROL[2] STUDENTS

	Objective Area	Percent Mastery EBCE	Control	Chi Square
Basic Skills	Grammar/Punctuation	67.2	62.5	.0520
	Parts of Speech	40.6	28.1	.9499
	Resource Materials	51.6	40.6	.6313
	Reading	46.9	43.8	.0052
	Addition	93.5	93.8	.1659
	Subtraction	86.7	81.3	.1476
	Multiplication	82.3	93.8	1.4741
	Division	80.3	71.9	.4425
	Units of Measure	73.8	87.1	1.4337
	Percents, Fractions, Decimals	28.6	37.5	.4243
Life Skills	Checking Account	23.4	25.0	.0072
	Time/Money Budgeting	25.0	28.1	.0068
	Credit	78.1	78.1	.0686
	Public Programs/Agencies	71.9	68.8	.0063
	Fire, Police, Physical Health Emergencies	92.2	75.0	4.0148*
	Automobile Operation/Maintenance	92.2	75.0	4.0148*
	Insurance	87.5	78.1	.8000
	Personal Legal Rights	42.9	35.5	.2128
	Critical Thinking	82.8	71.9	.9553
	Functional Citizenship	15.6	6.3	.9643
	Science	21.9	28.1	.1787
	Personal/Social Development	70.3	68.8	.0062
	Creative Development	6.3	3.1	.0264
Career Knowledge	Individual Career Profiles	96.9	96.9	.3871
	EBCE Vocabulary List	62.5	25.0	10.5469**
	Sex Stereotyping	90.6	93.5	.0076
	Racial Stereotyping	79.7	81.3	.0082
	Union/Non-Union Jobs	93.8	90.6	.0193
	Union Involvement	57.1	68.8	.7638
	Legal Responsibilities of Employers	82.8	78.1	.0769
	Government Worker Programs	61.4	100.0	5.8832*
	Job Seeking Procedures	89.1	87.5	.0128
	Complete Job Applications	56.3	58.1	.0053
	Job Promotion/Maintenance	92.2	87.5	.1379
	Financial Rewards	84.4	87.5	.0105
	Non-Financial Rewards	96.9	93.8	.0326
	Work Environment	95.3	90.6	.2000
	Necessary Job Preparation	93.8	84.4	1.2414
	Availability of Preparation	60.9	75.0	1.2987

* $p < .05$

** $p < .01$

[1] $n = 64$

[2] $n = 32$

BASIC SKILLS

With the introduction of the testing component of the program, a specific basic skills emphasis has emerged. Students are working with learning managers in devising basic skills projects and identifying basic skills needs.

EXPLORATIONS

Again, as last year, a major function of the EBCE program is that of career exploration. The two Community Site Coordinators have modified their listing of job sites available for students and are currently working with most students on their second exploration activity. From data obtained last year, it seems that most employers contacted are still cooperatively working with the projects. Independent ERA observations in this aspect of the project are planned.

Of note, as observed last year, the two coordinators seem to be operating somewhat independently, with their own separate lists of employers, student assignments, and recordkeeping devices. It is suggested by ERA, that a common recordkeeping system be developed by the coordinators.

The current job placement sites are listed in Table 3.2.

TABLE 3.2: Available Career Exploration Job Sites[1]

Community Sites	Career Area
Archway Motor Imports Ltd.	Auto mechanic
Ballwin Fire Dist.	Firefighter/Paramedic
Babler Park	Park Ranger/Conservation Agent
Ballwin Police	Law enforcement careers
Barrett's Flowers	Florist, Floral Designer
Boatmen's Bank of West County	Banking careers
Books, Etc.	Sm. Business Ownership/Management
Breckenridge — Frontenac	Hotel Business
Clayton-on-the-Green	Nurse, Dietician, Occ. Therapist
Color Art	Jobs related to the Printing Business
Comprehensive Accounting Services	Accountant, Bookkeeper
County Bank of Chesterfield	Teller, Bookkeeper, Receptionist, Loan Officer
Creve Coeur Fire Protection District	Fire fighting & Emergency Medical Services
Creve Coeur Police Department	Officer, Police Clerk
A.B.Dick	Manufacturer Sales Rep.
Ken Duenke Remodeling	Carpenter
Easter Seal Society	Pre-School Special Education
Easter Seal Society	Social Work
Ellisville Veterinary Clinic	Veterinarian
Equine Medical Association	Veterinarian, Animal Technician
Famous Barr — West County	Retailing Careers, Merchandising
First Missouri Bank and Trust Co.	Banking, Real Estate, Travel Agency, Insurance
	Data Processing
Good Shepherd School for Children	Special Education Teacher
Greensfelder Recreation Center	Pre-School/Nursery Teacher
Heritage Veterinary Associates	Veterinarian, Vet Assistant
Gale Hill & Associates	Architect, Draftsman
Jewish Community Centers Association	Pre-School Teacher
KTVI — Channel 2	Television Broadcasting
Kellwood Company	Data Processing Careers
Kinder-Care	Pre-School Teacher
La Petite Academy	Nursery/Pre-School Teacher
Manascalco, Clancy, Pitman, & Bagot	Lawyer/Legal Secretary
Manchester Fire Protection District	Firefighter
Manchester School	Elementary School Teacher
Manchester Travel Service	Travel Agent
Mansfield Nursery, Inc.	Nursery Worker, Landscaper
Dr. Philip Messina, D. D. S., Inc.	Dental Hygienist/Assistant
Monsanto (Chemical Intermediates)	Marketing Management
NorDeyne Studio	Photography
Parkway Administration Building	Receptionist/Secretary

TABLE 3.2 (Cont'd)

Community Sites	Career Area
Plants & Things	Plant Shop Owner/Worker
Press Journal	Journalist/Photographer
Record Nook	Small Business Management
Rockwoods Reservation	Wildlife Mgr., Conservation Agent, Conservationist, Forester, Ranger, Park & Rec. Admin.
St. Louis Co. Adult Probation	Social Work: Parole & Probation
St. Louis County Library	Librarian
St. Louis Eye Clinic	Opthalmic Assistant
St. Louis Museum of Science and History	Museum Work
St. Louis Zoo	Animal Keeper in the Children's Zoo
St. Luke's Hospital West	Any job in the Health Care Field
Louis Saur, Architects	Architect, Draftsman, Engineer
Schwerman Trucking	Truck Business
Shaw's Botanical Garden	Horticulturist
Shenandoah Valley School	Art Teacher
Sherwood Montessori School	Montessori Teacher
Spectrum Professional Color Labs	Photographer, Film Processor
Spirit of St. Louis Airport	Air Traffic Control
Sam Taylor Professional Black & White Lab	Photography Related Occupation
Thunderbird Aviation	Aviation: Mechanics & Flight
Dr. Donald Walter	Optometrist; Optometric Assistant
West County YMCA	Pre-School Teaching
Dr. Hillard Ullman, Dentist	Dental Hygienist, Dental Assistant
Den—Mark Travel	Travel agency
Jewish Family & Children Service	Social service: Counseling and Therapy
Westview School	Education for the Handicapped
Western Electric	Manufacturing and Support Careers
Dr. David Bakunas	Chiropractor
KSD TV & Radio	TV & Radio Careers
Juvenile Court & Detention	Social Service Careers
Marriott Hotel	Hotel and Restaurant Work
Fred Atkinson & Associates	Advertising Careers
Pass Pets	Pet Store Business
Amtrack Railway	Railroad careers
St. Louis County Police	Law Enforcement Careers
Fabric Tractors	Diesel engines and truck manufacturing
State Farm Insurance	Insurance Business

[1] Community Sites in Bold Print indicate job sites in which students have been placed, first quarter FY 78

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